Maharishi Dayanand College of Education, Abohar-152116

Recognized by NCTE & Affiliated to Panjab University, Chandigarh

Approved by Govt. of Punjab

Self Study Report
For Re-Accreditation
(Cycle II)

Submitted to
National Assessment and Accreditation Council
Bangalore

Maharishi Dayanand College of Education,

Hanumangarh Road, Abohar-152116(Punjab)

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Bangalore

Preface

It gives me an immense pleasure and satisfaction to put forward this appraisal report of our institution for reaccreditation .Through this submission, we offer our institution for quality accreditation to serve better in future for upliftment of rural community through education. The Self appraisal repot has been prepared as per norms by NAAC and gives an insight into our endeavors of accomplishing new heights and incorporation of various innovations in teaching learning process. The achievements of the students and efforts made by teaching faculty for professional growth, recorded in this report speak of quality enhancement and sustenance during last five years. We have tried out level best to comply with suggestions given by NAAC Peer team during first accreditation. I strongly believe that the institution will continue to excel in field of Teacher education by imparting value based quality teacher education meeting the demands of global society at a large.

Further, I owe my sincere to the faculty for their co-operation. I am beholden to IQAC coordinators for devoting countless hours for collecting data, compiling data and preparing report and giving it the present shape.

Dr R.P. Asija
(Principal)

DECLARATION BY THE HEAD OF THE INSTITUTIONS

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in the SAR during the peer team visit.

Place: Abohar   Dr R.P. Asija

Date: 31.01.2017   (Principal)

Contents

PART-I

INSTITUTIONAL DATA

Self-Appraisal Report

Part I: Institutional Data

(Uploaded on the institutional website and submitted in a softcopy and hardcopy)

The institution has a website. It displays relevant details of information: Institution Data, its mission/vision statement, and the goals and objectives of the institution, program offered; eligibility criteria for admission; admission policy and process; academic calendar; examination and other assessment schedules and procedures; infrastructural facilities available for teaching/learning, sports, research and recreation; scholarships given by the state and the institution; and the fee structure.

In addition to the information displayed in the institutional website, institutional data that highlights the facts and features which contributed to quality maintenance and enhancement during the last three years is hereby being submitted to the NAAC in Part I: A and B of the SAR.

A - PROFILE OF THE INSTITUTION

A. Profile of the Institution

1. **Name and address of the institution**:

   MAHARISHI DAYANAND COLLEGE OF EDUCATION, P.O. BOX-14, NEAR B.S.F., HANUMANGARH ROAD, AZIMGARH ABOHAR (PUNJAB)-152116

2. **Website URL**:   www.mdcollegeabohar.org

3. **For communication**:

   Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal Dr. R. P. Asija	01634-232240	01634-232240	mdbedabohar@yahoo.com
Vice-Principal Dr. Anurag Asija	01634-232240	01634-232240	mdbedabohar@yahoo.com
Self - appraisal Co-ordinator Dr. Anurag Asija	098141-59727	01634-232240	anurag_asija@ yahoo.co.in mdbedabohar@yahoo.com

   Residence

Name	Telephone Number with STD Code	Mobile Number
Principal Dr. R.P. Asija	01634-224250	098556-07157
Vice-Principal Dr.Anurag Asija	01634-232240	098141-59727
Self - appraisal Co-ordinator Anurag Asija	01634-232240	098141-59727

4. **Location of the Institution**:

Urban ☐   Semi-urban ☐   Rural ✔   Tribal ☐

Any other (specify and indicate)   ✔ Border Area

5. Campus area in acres:

> 5 Acre 1 Kanal 4 Marlas

6. Is it a recognized minority institution?   Yes ☐   No ☑

7. **Date of establishment of the institution**:
   Month & Year

MM	YYYY
07	2005

8. **University/Board to which the institution is affiliated**:

> **Panjab University, Chandigarh and S.C.E.R.T,Mohali (Punjab)**

9. **Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.**
   Month & Year   *Applied*

2f
MM	YYYY

   Month & Year

12B
MM	YYYY

10.   Type of Institution

   a.   By funding   i. Government   ☐

                              ii. Grant-in-aid   ☐

                              iii. Constituent   ☐

                               iv. Self-financed   ☑

                              v.   Any other (specify and indicate) ☐

   b.   By Gender   i. Only for Men   ☐

                              ii. Only for Women   ☐

                              iii. Co-education   ☑

c. By Nature	i. University Dept.	☐
	ii. IASE	☐
	iii. Autonomous College	✓
	iv. Affiliated College	☐
	v. Constituent College	☐
	vi. Dept. of Education of Composite College	☐

vii. CTE ☐

Viii. Any other (specifies and indicates) ☐

11. Does the University / State Education Act have provision for autonomy?

Yes ☐   No ✓

If yes, has the institution applied for autonomy?

Yes ☐   No ✓

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	X		Certificate		
		X		Diploma		
		X		Degree		
ii)	Primary/ Elementary	X		Certificate		
		E.T.T/D.El. Ed.	**12th**	**Diploma**	**2 years**	**Punjabi**
		X	X	Degree		
iii)	Secondary/ Sr. secondary	X		Certificate		
		X		Diploma		
		B.Ed.	**Graduation**	**Degree**	**2 Year**	**English,Hindi, Punjabi**

11

iv.	Post Graduate	X		Diploma		
		X		Degree		
v.	Other (specify)	X		Certificate		
		X	x	Diploma		
		X		Degree		

13. **Give details of NCTE recognition (for each programme mentioned in Q.12 above)**

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary	**x**	**x**	**x**	**x**
Primary/Elementary	**E.T.T/D.El.Ed.**	**NRC/NCTE/NRCAPP-671/201 St.Meeting/2012 Perm.26468** **Dated. 27 JULY, 2012**	**x**	**50**
Secondary/ Sr.secondary	**B.Ed.**	**F.NRC/NCTE/F-3/PB-230/4553-4562 Dated 01-July-2005**		**100**
Post Graduate	**x**	**X**	**x**	**x**
Other (specify)	**x**	**X**	**x**	**x**

B- CRITERION WISE INPUT

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated
   Vision

Yes	✓	No	

   Mission

Yes	✓	No	

   Values

Yes	✓	No	

   Objectives

Yes	✓	No	

2. A) Does the institution offer self-financed programme(s)?

Yes	✓	No	

   Yes, this is a self financed institution.

   a) How many programmes?

TWO

   b) Fee charged per programme

40,000-65,000/-

3. Are there programmes with semester system

YES

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes		No	✓

   If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

0

5. Number of methods/elective options (programme wise)

D.El.Ed.	3
B.Ed.	14
M.Ed. (Full Time)	X
M.Ed. (Part Time)	X
Any other (specify and indicate)	X

6. Are there Programmes offered in modular form

Yes	✓	No	

Number	2

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	✓	No	

Number	2

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	✓

Number	0

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

Yes	✓	No	

- Academic peers

Yes	✓	No	

- Alumni

Yes	✓	No	

- Students

Yes	✓	No	

- Employers

Yes	✓	No	

10. How long does it take for the institution to introduce a new programme within the existing system?

One week

11. Has the institution introduced any new courses in teacher education   during the last three years?

Yes	✓	No	

Number	1 (D.El.Ed.)

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	✓	No	

Number	2

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes   ✓   No

14. Does the institution encourage the faculty to prepare course outlines?

Yes   ✓   No

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

    a) Through an entrance test developed by the institution ☐

    b) Common entrance test conducted by the ✓

        University/Government

    c) Through an interview ☐

    d) Entrance test and interview ☐

    e) Merit at the qualifying examination ✓

    f) Any other (specify and indicate) ☐

    (If more than one method is followed, kindly specify the weightages) ☐

2. Furnish the following information (for the previous academic year):

    a) Date of start of the academic year | 14/08/2015
    b) Date of last admission | 29/08/2015
    c) Date of closing of the academic year | 31/05/2016
    d) Total teaching days | 146
    e) Total working days | 249

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.El.Ed.	27	23	50	24	19	43	03	04	07
B.Ed.	42	58	100	34	46	80	08	12	20
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students? Yes ☐ No ✓

    If yes, how many? ☐

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

12669

b) Unit cost including salary component

33142

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.El.Ed.	81.66%	67.77%	75.44%	71%
B.Ed.	77%	60.9%	75%	59%
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes ✓   No ☐

8. Does the institution develop its academic calendar?

Yes ✓   No ☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practical
D.El.Ed.	60	20	20
B.Ed.	60	20	20
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

    a) Number of pre-practice teaching days

2	0

    b) Minimum number of pre-practice teaching lessons given by each student

1	0

11. Practice Teaching at School

    a) Number of schools identified for practice teaching

1	5

    b) Total number of practice teaching days

18	0

    c) Minimum number of practice teaching lessons given by each student

9	0

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	04	No. of Lessons Pre-practice teaching	08

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

    Yes [✓]   No [ ]

14. Does the institution provide for continuous evaluation?

    Yes [✓]   No [ ]

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.El.Ed.	**10**	**40**
B.Ed.	**20**	**80**
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations
    a) Number of sessional tests held for each paper

0	5

    b) Number of assignments for each paper

0	5

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet	X	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate) LCD	✓	
Networking	✓	

18. Are there courses with ICT enabled teaching-learning process?

Yes	✓	No	

Number	**2**

19. Does   the   institution offer computer science as a subject?

Yes	✓	No	

If yes, is it offered as a compulsory or optional paper?

Compulsory   ✓   Optional   ✓

(**One paper is compulsory for all and the second one is optional**)

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	0	3	30%

2. Does the Institution have ongoing research projects?

Yes		No	✓

3. Number of completed research projects during last three years.

0

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

- Teachers are given study leave   ✓
- Teachers are provided with seed money   x
- Adjustment in teaching schedule   ✓
- Providing secretarial support and other facilities   ✓
- Any other specify and indicate   ✓
  The college provides needed books, journals, Psychological tests/tools

5. Does the institution provide financial support to research scholars?

Yes [ ]   No [✓]

6. Number of research degrees awarded during the last 5 years.
   a. Ph.D. [1]

   b. M.Phil. [2]

7. Does the institution support student research projects (UG & PG)?

Yes [✓]   No [ ]

(But it is only action research)

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	✓		**2**
National journals – referred papers	✓		**19**
Non referred papers	✓		
Academic articles in reputed magazines/news papers	✓		**4**
Books	✓		**2**
Any other (**Souvenirs for Seminars and college magazine**)	✓		

9. Are there awards, recognition, patents etc received by the faculty?

Yes	✓	No	

Number	**5**

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	**174**	**12**
International seminars	**26**	0
Any other academic forum	**2**	0

11. What types of instructional materials have been developed by the institution? (Mark `✓' for yes and `X' for No.)

Self-instructional materials
Print materials ✓

Non-print materials (e.g. Teaching X

Aids/audio-visual, multimedia, etc.) ✓

Digitalized (Computer aided instructional materials) ✓

Question bank ✓

Any other (specify and indicate) X

12. Does the institution have a designated person for extension activities?

Yes ☑   No ☐

If yes, indicate the nature of the post.

Full-time ☐   Part-time ☐   Additional charge ☑

13. Are there NSS and NCC programmes in the institution?

Yes ☑   No ☐

(**NSS**)

14. Are there any other outreach programmes provided by the institution?

Yes ☑   No ☐

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

12

16. Does the institution provide consultancy services?

Yes ☑   No ☐

In case of paid consultancy what is the net amount generated during last three years.

-----

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	✓
State level	✓
National level	✓
International level	✓

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. feets.)

   38434

2. Are the following laboratories been established as per NCTE Norms?

a)	Methods lab	Yes ✓	No ☐
b)	Psychology lab	Yes ✓	No ☐
c)	Science Lab(s)	Yes ✓	No ☐
d)	Education Technology lab	Yes ✓	No ☐
e)	Computer lab	Yes ✓	No ☐
f)	Workshop for preparing Teaching aids	Yes ✓	No ☐

3. How many Computer terminals are available with the institution?

   20

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

   Rs. 25,000/-

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

   Rs. 70,000/-

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

   Rs.8,000/-

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

   Rs. 5,00,000/-

8. Has the institution developed computer-aided learning packages?

   Yes ☑   No ☐

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	6	6	2	1
Non-teaching	1	0	4	0

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	0	0	0	0
Non-teaching	0	0	0	0

11. a. Number of regular and permanent teachers
    (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	5	6	2	1

	Open		Reserved	
	M	F	M	F
Readers	0	0	0	0

	Open		Reserved	
	M	F	M	F
Principal	1	0	0	0

   b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	0	0	0	0

	Open		Reserved	
	M	F	M	F
Readers	-	-	-	-

	Open		Reserved	
	M	F	M	F
Professors	-	-	-	-

	Open		Reserved	
	M	F	M	F
Instructors	0	0	-	-

c. Number of teachers from

Same state	**14**
Other states	**1**

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.El.Ed.	**1:14**
B.Ed.	**1:13**
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F

Permanent

M	F	M	F
1	X	**4**	X

Temporary

M	F	M	F
X	X	X	X

b. Technical Assistants   Permanent

M	F	M	F
X	X	**2**	X

Temporary

M	F	M	F
X	X	X	X

14. Ratio of Teaching – non-teaching staff

4:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

49.33%

16. Is there an advisory committee for the library?

Yes ✓   No ☐

17. Working hours of the Library

On working days   **9am to 4pm**

On holidays   **9am to 4pm**

02During examinations   **9am to 4pm**

18. Does the library have an Open access facility

Yes	✓	No	

27

19. Total collection of the following in the library

    a. Books   `7324`

        - Textbooks   `5124`

        - Reference books   `2200`

    b. Magazines   `02`

    e. Journals subscribed   `25`

        - Indian journals   `20`

        - Foreign journals

    f. Peer reviewed journals   `20`

    g. Back volumes of journals   `500`

    h. E-information resources

        - Online journals/e-journals   `06`

        - CDs/ DVDs   `100`

        - Databases   `--`

        - Video Cassettes   `02`

        - Audio Cassettes   `15`

20. Mention the

    Total carpet area of the Library (in sq. mts.)   `100 sq.m.`

    Seating capacity of the Reading room   `50 sq.m.`

21. Status of automation of Library

    Yet to automation   ☐

    Partially automated   ☑

    Fully automated   ☐

22. Which of the following services/facilities are provided in the library?

Circulation ☑

Clipping ☑

Bibliographic compilation ☐

Reference ☑

Information display and notification ☑

Book Bank ☑

Photocopying ☐

Computer and Printer ☑

Internet ☑

Online access facility ☑

Inter-library borrowing ☐

Power back up ☑

User orientation /information literacy ☑

Any other (please specify and indicate) ☐

Demanded purchase of books suggested/ by staff /students

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following

Average number of books issued/returned per day

35

Maximum number of days, books are permitted to be retained

by students

28

(Students are allowed to retain 10 books of book bank for whole session, even till the examination)

by faculty

365

Maximum number of books permitted for issue

for students

3

for faculty

5

Average number of users who visited/consulted per month

80

Ratio of library books (excluding textbooks and book bank

facility)to the number of students enrolled

58 : 1

29

25.   What is the percentage of library bydget in relationto total budget of the institution.

    5%

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I		II		III	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**
Text books	**300**	**30685.00**	**1137**	**113795.00**	**1468**	**176695.00**
Other books	**30**	**3187.00**	**314**	**31464.00**	**181**	**12446.00**
Journals/ Periodicals	**07**	**2658.00**	**07**	**3561.00**	**07**	**5224.00**
Any others specify and indicate **International Educational Journal and ISBN Books by the college**	**70**	**3,000**	**70**	**3,000**	**70**	**3,000**

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1	Year 2	Year 3
D.Ed./D.El.Ed	1	1	1
B.Ed.	1	1	1
M.Ed. (Full Time)	×	×	×
M.Ed. (Part Time)	×	×	×

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	✓	No	

    If yes, how many students are under the care of a mentor/tutor?

14

3. Does the institution offer Remedial instruction?

Yes	✓	No	

4. Does the institution offer Bridge courses?

Yes		No	✓

5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	100%	100%	100%	×	×	×	×	×	×
Number of first classes	99	99	99	×	×	×	×	×	×
Number of distinctions	43	55	76	×	×	×	×	×	×
Exemplary performances (Gold Medal and university ranks)	×	×	×	×	×	×	×	×	×

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I	II	III
NET	0	0	3
SLET/SET	×	×	×
PSTET any other (specify and indicate)	8	4	0

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I	II	III
Merit Scholarship	3	1	2
Merit-cum-means scholarship	X	x	x
Fee concession	6	7	8
Loan facilities	x	x	x
Any other specify and indicate (*SC/BC*) Scholarship	**B.Ed.** 67 **D.El.Ed.** 38	**B.Ed.** 40 **D.El.Ed.** 29	**B.Ed.** 35 **D.El.Ed.** 4

8. Is there a Health Centre available in the campus of the institution?

Yes [ ] No [✓] **First Aid and OPD facilities only**

9. Does the institution provide Residential accommodation for:

Faculty Yes [ ] No [✓]

Non-teaching staff Yes [✓] No [ ]

10. Does the institution provide Hostel facility for its students?

Yes [ ] No [✓]

If yes, number of students residing in hostels

Men [x]

Women [x]

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	✓	No	
Indoor sports facilities	Yes	✓	No	
Gymnasium	Yes		No	✓

12. Availability of rest rooms for Women

Yes	✓	No	

13. Availability of rest rooms for men

Yes	✓	No	

14. Is there transport facility available?

Yes	✓	No	

15. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	

16. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		1	✓		10
Inter-university		✓			✓	
National		✓			✓	
Any other (specify and indicate) College Level	✓		6	✓		6

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
University	**4**	**4**
Regional	**X**	**X**
National	**X**	**X**
International	**X**	**X**

18. Does the institution have an active Alumni Association?

Yes	✓		No	

If yes, give the year of establishment

2006

19. Does the institution have a Student Association/Council?

Yes ✓   No ☐

20. Does the institution regularly publish a college magazine?

Yes ✓   No ☐

21. Does the institution publish its updated prospectus annually?

Yes ✓   No ☐

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	**20**	**21**	**19**
Employment (Total)	**40**	**42**	**39**
Teaching	**33**	**35**	**34**
Non teaching	**7**	**7**	**5**

23. Is there a placement cell in the institution?

Yes   ✓   No

If yes, how many students were employed through placement cell during the past three years? **34**

1	2	3
8	**10**	**16**

24. Does the institution provide the following guidance and counseling services to students?   Yes   No

- Academic guidance and Counseling   ✓
- Personal Counseling   ✓
- Career Counseling   ✓

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

   Yes | ✓ | No | |

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	**4**
Staff council	**12**
IQAC/or any other similar body/committee	**2**
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	**3**

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	✓	No	
Medical assistance	Yes	✓	No	
Insurance	Yes		No	✓
Other (specify and indicate)	Yes	✓	No	

P.F., Tea Allowance, Conveyance, allowance, T.A/D.A for attending seminars

4. Number of career development programmes made available for non-teaching staff during the last three years

   | | | **3** |

5. Furnish the following details for the past three years

   a. Number of teachers who have availed the Faculty Improvement

   Program   of the UGC/NCTE or any other recognized

   Organization | **2** |

36

b. Number of teachers who were sponsored for professional

development programmes by the institution

0		

National **(Teachers sent on Seminars 10)**

International

0		

c. Number of faculty development programmes organized by the Institution:

		0

d. Number of Seminars/ workshops/symposia on Curricular development,

Teaching- learning, Assessment, etc. organized by the institution

1	0	

e. Research development programmes attended by the faculty

0	2	

f. Invited/endowment lectures at the institution

	1	9

Any other area (specify the programme and indicate)

		8

One Lecturer completed research for Ph.D. and awarded Ph.D. degree

Two more lecturers enrolled for Ph.D.,

One lecturer has completed M.Phil

One Lecturer Editor of International Educational Journal

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

Yes	✓	No	

b. Student assessment of faculty performance

Yes	✓	No	

c. Expert assessment of faculty performance

Yes	✓	No	

d. Combination of one or more of the above

Yes	✓	No	

e. Any other (specify and indicate)

Yes		No	✓

7. Are the faculty assigned additional administrative work?

Yes	✓	No	

If yes, give the number of hours spent by the faculty per week

3

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid (**For Seminar**)	**1,55,000/-**
Fees	**75,77,676/-**
Donation	3,000/-
Self-funded courses	**0.00**
Any other (specify and indicate)	

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	**40%**	**45%**
% spent on the salary of non-teaching employees	**05%**	**05%**
% spent on books and journals	**22.5%**	**25.5%**
% spent on developmental activities (expansion of building)	**13%**	**03%**
% spent on telephone, electricity and water	**1.3%**	**1.5%**
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	**02%**	**02%**
% spent on maintenance of equipment, teaching aids, contingency etc.	**02%**	**02%**
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	**02%**	**02%**

% spent on travel	**2.2%**	**2.4%**
Any other (specify and indicate)	**10%**	**11.6%**
Total expenditure incurred	**4931505.00**	**3730671.00**

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.   Deficit in Rs.

321265.00   ---

20316.00   ---

366629.00   ---

11. Is there an internal financial audit mechanism?

   Yes   ✓   No   ☐

12. Is there an external financial audit mechanism?

   Yes   ✓   No   ☐

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counseling	Yes	✓	No	
Aptitude Testing	Yes	✓	No	
Examinations/Evaluation/ Assessment	Yes		No	✓

   Any other (specify and indicate) **Teaching and Learning**

14. Does the institution have an efficient internal co-coordinating and monitoring mechanism?

Yes [✓]   No [ ]

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes [✓]   No [ ]

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes [✓]   No [ ]

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes [✓]   No [ ]

18. Is a grievance redressal mechanism in vogue in the institution?
    a) for teachers [✓]
    b) for students [✓]
    c) for non - teaching staff [✓]

19. Are there any ongoing legal disputes pertaining to the institution?

Yes [ ]   No [✓]

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes [✓]   No [ ]

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes [✓]   No [ ]

Criterion VII: Innovative Practices

1. Does the institution have an established Internal Quality Assurance Mechanisms?

   Yes ✔ No ☐

2. Do students participate in the Quality Enhancement of the Institution?

   Yes ✔ No ☐

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
A	SC	60	31.41	41	21.47
B	ST	X	X	X	X
C	OBC	24	12.57	31	16.23
D	Physically challenged	1	0.52	1	0.52
E	General Category	17	8.90	22	11.52
F	Rural	60	31.41	73	38.22
G	Urban	16	8.38	43	22.51
H	Any other (specify)	X	X	X	X

4. What is the percentage of the staff in the following category?

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	1	7%	4	80%
B	ST	0	0	0	0
C	OBC	2	14%	0	0%
D	Women	6	43%	0	0
E	Physically challenged	0	0	0	0
F	General Category	11	78%	1	20%
G	Any other (specify)	X	X	X	X

PART – II

EVALUATIVE REPORT

PART II

The Evaluative Report

(For the Institutions Recognized by the National Council for Teacher Education)

Part II: The Evaluative Report

It has following three sections:

1. Executive Summary

2. Criterion-wise Analysis

3. Mapping of Academic Activities of the Institution

1.   EXECUTIVE SUMMARY

1. EXECUTIVE SUMMARY

Maharishi Dayanand College of Education, Azimgarh, Abohar, a co-educational college governed by Maharishi Dayanand Education Society (Regd.) is recognized by National Council for Teachers Education through its Northern Regional Committee, Jaipur and is affiliated to Panjab University Chandigarh since 2005-06. It is also duly notified by Punjab Government for 100 seats of B.Ed. It was recognized by NRC, NCTE for 50 seats of D. El .Ed ./ E.T.T. It is affiliated to SCERT (state council for Research &Training) Chandigarh in 2012.It has 50 students in the First year and 50 students in the second year that is of the 100 students of D. El. Ed.

Maharishi Dayanand Education Society was set up with the aims and objectives of 'promotion of charitable and educational object or objects for charitable and educational purpose for the well being of people in India and expressly includes to do the efforts and programmes for the well being of the Society, that is, physical, moral, mental, spiritual and social development and develop all round personality. All the members of the society are highly educated and aim at providing quality teacher education and value education.   The management has made modest efforts to see that not only talented but all other teacher trainees should develop in them qualities and skill of a good teacher. The management gives free hand to the Principal and the staff to do work for the betterment of teacher education and the institute.

The college is situated in a village in border area and the Indo-Pak border is at a distance of 18 Km. from the college. Though in a village, it is on the main road and is only 2.5 Km. from the Municipal limit of Abohar.

The management is faculty friendly and also aims at making the college and the faculty student friendly and making the teacher trainees realize the importance of becoming facilitators in the schools instead of having authoritarian attitude, that is, developing the schools into student friendly schools.

The emphasis is on interactive teaching and the students are persuaded to go for innovations also. The students are free to approach the authorities and put suggestions and their grievances in the suggestion box. The College is spread up on a land of 5 Acres 1 Kanal 4 Marlas and the daily routine of the college starts with morning assembly and prayer. For developing self responsibility in teacher trainees and for training them in organizing various curricular and co-curricular activities, the college has an activity calendar in addition to the academic calendar and the students are divided into Sadans and associations. The various co-curricular activities are organized by these Sadans and associations under the able guidance of the principal and the lecturers.

The college has linkage with more than 10 schools for teaching practice. Skill-in-teaching practice continues throughout the session in the form of explaining teaching skills, practice of teaching skills through microteaching in simulation, practice of macro lessons in simulation, exhibition of teaching aids, model lessons by lecturers, lectures and counseling on improving handwriting and improving Black Board writing, model lessons by lecturers, writing and handwriting competition, Phase I – teaching practice in schools, discussion lessons, observation lessons, intra college competition in preparation of teaching aids & skill in teaching competition, skill-in-teaching and preparation of teaching aids inter college Panjab University competitions, Phase II – of teaching practice and final exam in skill in teaching.

The college got recognition order for 200 seats from NCTE. But due to the ongoing changes the affiliatation from Panjab University is in process.

The college has reservation of seats for Schedule Caste/Tribe, Divorced women, Backward Class, Physically Challenged and Sports person etc.

The college has organizes **2** International Seminars and **13** National Seminars. The college is publishing an educational international quarterly journal with ISSN and articles from foreigners and Indians. The college has published **10** books on the seminars in additions to the college magazines and educational journal.

2. Criterion Wise Analysis

Criterion – I

PROFILE OF THE INSTITUTION

Maharishi Dayanand College of Edcuation

P.O.Box No. 14, Near BSF, Hanumangarh Road,
Azimagarh, Abohar-152116 (Punjab)

Criterion -Wise Analysis

Criterion I: Curricular Aspects

1.1. Curricular Design and Development

1. **State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)**

Maharishi Dayanand College of Education, Abohar has a clear, stated and communicated purpose, vision, mission and values.

Purpose

To spread higher education in the youth of border area of the state to help them seeking jobs and self employment occupation so that they become ideal citizens of our nations.

Vision

To develop a leading institute for research and development having courses producing professionally trained teachers with global teaching competencies as well as values.

Mission

To provide quality education of global standards with latest technology inculcating values and patriotism and challenging the energy of youth in the right path of service and sacrifice for the nation and the society. To do action research and research for promoting higher standard of teacher education.

Objective

To realize the vision and mission the college has objectives:-

1) To impart quality teacher training to the teacher trainees.
2) To impart knowledge and training of latest technology for teaching.

3) To develop the values of National integration and International understanding.

4) To develop value of a good teacher, good human being and a true Indian.

5) To develop the Trinity (Truth, Beauty and Goodness) among trainees.

6) To develop the infrastructure befitting of a quality teacher education institute.

7) To arrange programs for the all around development of personality of the teacher trainees.

8) To stimulate Social and cultural values.

9) To educate for eradication of evils.

10) To make optimum and effective use of existing resources / Learning resources-human resources as well as infrastructure.

11) To develop basic skills of life among teacher trainees.

12) To keep aloof the torch of knowledge kindled by Maharishi Dayanand, that is, to dispel the darkness of ignorance and to spread knowledge for the well being of all, that is physical, moral, social and spiritual development.

The quality of a Nation depends upon the quality of the teachers; it has, because Education is the most important input that influences development of any Nation. For this purpose, this college was set up to dispel ignorance and spread knowledge producing well trained quality teachers with never ending guest for increasing knowledge and with zeal and enthusiasm, to teach with interactive and interesting methods. The college organizes activities, for the development of personality of the students. The college has N.S.S. unit and organizes one day and seven day N.S.S camps every year to inculate the values of humanity and service to the society. The college is a

smoking free zone. Emphasis is given on tree plantation for pollution free and friendly environment. Therefore we don't use polythene in the college campus. As college is

based on the philosophy of 'Arya Samaj' Therefore 'Hawan Yajna' is performed on every Thursday by the principal, faculty members and the teacher trainees. The college has organised 2 International Seminar and 13 National Seminar.

The objectives of the institution address following major considerations:

INTELLECTUAL, ACADEMIC AND TRAINING

The institution has vital action plans for this purpose. Enlightened and qualified faculty members consider the individual differences of the student teachers and educate them accordingly. Individualized care, effective methodology, experience enriched co-curricular practices, using ICT equipment and professionally sound faculty ensure the development of intellect **and** best academic and training practices.

EQUITY AND ACCESS TO THE DISADVANTAGED

The opportunities to participate in various academic and curricular activities are equally accessible to the student teachers. The Houses and tutorial provision for personal attention of the student teachers is observed. The College has ramp/ for physically handicapped. The college has a blind student and the college provides writer to her and wheel chair .

SELF DEVELOPMENT

The objectives of the institutions have a thrust upon the self development of student teachers and teacher educators in terms of knowledge, skill, competence, attitude, professional growth, value inculcation and social cohesion. All curricular, co-curricular and extension activities ensure the purpose.

COMMUNITY AND NATIONAL DEVELOPMENT

The professionally competent and value oriented teachers are instrumental to the community and national development. Institution's concern about the welfare of the community and nation is exhibited in its extension services, teaching practice and teacher-training techniques.

ISSUE OF ECOLOGY AND ENVIRONMENT

The institution adopts the sustainable development approach for the issues of ecology and

environment. In E.T.T. class "Environment Education" is a compulsory paper. The institution sensitizes the masses through teaching, seminars, conferences, different competitions and campaigns about conservation of environment.

VALUE ORIENTATION

Values are taught in this institution. Institution performs Prayer in the beginning of each day. Each academic activity and daily sessions begin with Prayer. The theoretical papers along with work education & work experience envisage the knowledge and practice of values. Values like truth, beauty, work, social service, conservation of ecology and environment, say no to drugs respect for all religions, languages etc. are practiced by all the faculty members and students. The college has organized 3 National Seminars on human rights of women and children.

EMPLOYMENT

The institution provides training in all communication skills, teaching skills, handling of ICT, equipments in an efficient manner which ensures the employability of the student teachers.

GLOBAL TRENDS AND DEMANDS

The explosion of knowledge, use of ICT in curriculum transaction and crisis of values, human rights, better health and education and keeping away from drugs are the global issues in education. By considering the updates in education and maintaining discipline, institution works for the global trends and demands.

The objectives are, above all, in tune with the aims and objectives formulated in the NPE, and other policy documents of the state.

2. **Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies)?**

The college holds seminar of the faculty to assess the need and sends representation to the Panjab University and NCTE. The college ensures the continuing relevance of its programmes and seeks modification in the existing courses to meet the emerging needs.

Need assessment

Within its jurisdictional framework, the college makes efforts to

- Assess the existing curriculum

- Bring in modifications.

- Make it more effective and efficient from student teacher's point of view,

Development of information database

i) *Database from faculty:*

- Faculty members fill in the questionnaire on the aspects like relevance of the topics, projects, activities etc.
- Faculties attend workshops/seminars on curriculum development.
- Constant interactions with National organizations and with faculties of other colleges.

ii) *Database from students:*

Students assess curriculum mainly done in two ways-

- *Formal assessment*: This assessment is done time to time by providing the students with questionnaire in which questions include content aspects like relevance of the curriculum, time allotted, learning, applicability, extent of coverage and the inclusion of projects and assessments.

- *Informal assessment*: Informal interaction with the students is done every month during the academic session for seeking feedbacks on aspects like clarity, difficulty, complexity of topics dealt in the class/felt by the students during conduct of practice teaching and simulated teaching. Students' overall evaluation of performance and teaching is also done by formal home examination, class room discussion during tutorial and extempore speeches.

iii) *Data base from Alumni*

- Questionnaire is distributed to the passed out students and employed in schools.

- Their response is studied for making modifications and its proper record is maintained.

iv) *Data base from Employers*

Employer's appraisal of the curriculum is obtained through the feedback Performa that Deals with relevance of the topics, time utilized for completion of syllabus, use of teaching aids, teaching strategies employed and conduct of tests.

v) *Data base from Academic experts*

- Relevance of curriculum is evaluated by experts in light of the needs of society,

- Psychology of students, practical aspects and development of Professional skills.

- Most of the suggestions made during the workshops/seminar were incorporated

and Necessary follow up actions were taken.

Since the curriculum and annual calendar are provided by the Panjab University Chandigarh and NCTE, decisions pertaining to curriculum are taken by these two statutory bodies.

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The curriculum has computer as a compulsory subject named as ICT. It had also computer craft as one of the optional subject. As a result, the College has been imparting knowledge of computer through theory classes as well as providing enough time and equipment to impart practical knowledge. The college provides practical training in the operation of computers by the use of Internet & LCD Projectors etc. which is very helpful in their teaching? The syllabus content is mostly delivered through project based learning, group discussion, power point presentation and constructivist strategies like problem solving and co-operative learning. Due to knowledge of ICT acquired in the college, our various students got placed in various institutions which are based on the theme of the 'Smart-Class' or 'ICT.'

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

In the curriculum, Teacher trainees have an optional subject named as 'Gardening as a Craft.' In which we lay more emphasis on Tree plantation. Every year our college organizes a N.S.S camp in the Border Area villages to spread the knowledge among villages to make the environment pollution free & Eco-friendly. We also celebrate 'World environment Day' in   the college campus.

The prescribed syllabus lays emphasis on the environmental, value education and ICT Issues. The prescribed syllabus includes papers on Environmental Education and Health and Physical Education and ICT. The overall functioning and approach of college is value-centric and environment friendly.

Ecology and Environment Pollution:

Activities on environmental issues are incorporated in the curriculum and co curricular

activities. Inter-house competitions are conducted on general, environmental and social themes.

_ The College celebrates Tree Plantation-Day every year where in students participate in

Various activities like planting trees and plant, poster making, speeches, decorations, display of best from

Waste, plantation, etc.

_ As a part of Component II(A) (Work Experience Programme) of the syllabus, students exhibit their creativity in practicing techniques and making items which are least expensive but very useful. This provides them the concept of making Teaching Aids out of waste material as well.

Value Education:

A special thrust is laid on imparting value education, on cultural, religious, educational, democratic values as well as character building.

➢ Value Education & Personality Development is managed through (i) Community Service and CCA, and (ii) Hands on Experience under Component II (A) (Work Experience Programme) of the syllabus.

➢ Lectures are organized on the need for upholding values. Students are guided during the course of study as to how to implement the value system in their practical life and practice them with their own family members. Difficulties felt by them in implementation are taken up as classroom project discussion.

➢ Students are asked to compile philosophers' views on Education.

➢ Faculty members are encouraged to produce write ups on Value and Peace Education

➢ Students are encouraged to give articles related to "Value Education" for college magazine "SANSKAR".

Global Trends

Students undertake Action Research.

5. Does the institution make use of ICT for curricular planning? If yes give

details.

The institution makes use of ICT and searched the National Curriculum framework, reports of the various commissions and committee and NCTE new regulations for curricular planning. Use of ICT is made for curriculum Transaction students and teachers use internet for getting information, prepare slides in Power-point and use on educational topics, LCD projectors. NCTE and subsequently Panjab University has changed the syllabus and for planning transaction of curriculum, the information and knowledge of new topics are downloaded from internet.

❖ The students who have opted computer as a subject very particularly develop lesson plan through the use of computer.

❖ Model lesson plans in all subjects are made through the use of computers.
❖ Student-teachers deliver at least one lesson plan using computer during the teaching practice in the schools.
❖ Teaching skills are taught through LCD presentations. LCD is regularly used in classroom teaching and during extension lecturers.
❖ Student-teachers are also encouraged to use electronic teaching-aids during their teaching practice to make their lessons more effective.
❖ Project based learning is encouraged through the use of computers.

1.2 Academic Flexibility

1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

The college provides regular experiences to students to develop their reflective thinking by the following programs.

a) An extempore contest is held on educational topics **-**The teacher writes many topic involving their reflective thinking on slips-Writing one topic on the one slip and out of these slips, one slip is drawn for a student who is given 3 minutes to think reflectively on the topic and speak on the topic for 2 to 3 minutes.

b) To promote reflective thinking on the national Integration we have a **student exchange program** with the Kerala students which were held in Simigo International School, Abohar.

c) Teacher Trainees work under the guidance of Teachers. The whole college is divided into 4 Sadans and a club formed by students namely **Youth Service Club**. To draw out their hidden talent we give them opportunities to participate in Dramas, Theatricals, Cultural events & Heritage events etc.

d) **Seminars**-This year the college organized One International Seminar and Two National Seminars in which students participated actively and some of them presented their papers also. Classroom seminars are held in which students present papers based on their reflective thinking.

e) **Wall Magazine**-Wall Magazine is regular activity of the college and it aims at developing the reflective thinking and communication skills of the students.

f) **Magazine-**The college gives opportunities to the students to develop their creativity, reflective thinking and communication skills by writing their original articles/Poems etc. The college has a vast collection of references books to develop reflective thinking.

g) **Quiz**-Our College arranges quiz contest to test the knowledge of the students. Selected students got the opportunity to represent the college in quiz contest at State level and telecast by DD Jalandhar.

h) **Workshop and Exhibition**-Our College organized workshop of fine arts with the collaboration of Pidilite, Bathinda, in which the creative thinking of the students was developed.

Every year our college organizes an exhibition on Science and Mathematics in which creative thinking, abstract thinking, reflective thinking, logical thinking, develop among students.

2. **How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?**

The college has an activity calendar according to the norms of Panjab University, Chandigarh in which practice of Micro-teaching and teaching practice in stimulation was a regular feature, when the students were not teaching in schools. There is a demonstration of all the skills of micro-teaching by the college Principal and teaching-staff in their respective subjects.

The College lays stress on Value Education for this purpose with the collaboration with 'Guru Gobind Study Circle'& Vedic Priksha we conduct an exam on Moral Education every year,More than 70% students actively participated in this exam.

An Extension Lecture was given by the Principal and the faculty members on every Thursday by performing the 'Hawan Yajna'. The college provided 9 options in teaching subject out of which the students are required to choose any two. Similarly the college provided three options in work experience out of which students are required to choose two.

During the teaching practice phase, the teacher trainees deliver 15 Macro lesson of each subject, diary based, and ICT based with the help of teaching aid, under the supervision of teacher supervisor. Observation is also recorded by the teacher-trainees. Before the teaching-practice, an exhibition of teaching-aids is arranged in which fine art instructor gives demonstration of making of the model and its proper utilization. Students participate in Intra-college, Skill-in-teaching, Competition and preparation of teaching-aid. Selected students participate in Inter-College Zonal and Inter Zonal Panjab University competitions. In the teaching practice Session, students are also given training in preparing and handling school records and registers. Students organize co-curricular activities in school also.

3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

University and UGC have no provision or rule for permission to B.Ed. colleges to introduce any such Value added course. For the development of Verbal Communication skill, students are given opportunity to take part in debate, declamation, extempore and speech competitions etc. For written skills, students take part in handwriting competition in Hindi, Punjabi and English language. For the development of ICT skills, there is a one Compulsory paper named as ICT and one is an optional paper named as Computer Craft. Students have to prepare lesson based on ICT and diary based. For the development of life skills, NSS camps are organized in which the experts gives Extension lecture on Personality development, Human value, Yoga Education, Women Education, Interview Skills, English Speaking Course, Drug De-Addiction and prevention from deadly diseases.

To inculcate the values of social responsibilities and community orientation, Blood donation and Pulse Polio Camp are the part of this campaign. For the service of humanity, the trainees visit to Andh Vidhyalaya, an Institute for Deaf & Dumb and wild life Sanctuary (Harike)

4. How does the institution ensure the inclusion of the following aspects in the curriculum?

i. Interdisciplinary/Multidisciplinary

The student have option to choose two teaching subject out of 9 teaching subject available in the college, any one craft out of 3 crafts.

ii. Multi-skill development

Programs leading to multi-skill development are part of curriculum of the college as explain in 1.2.3.

iii. Inclusive education

I. To sensitize students regarding this, the college has included in its curriculum a visit to an institute for Blinds, and an institute for Deaf & Dumb. Every year physically challenged student take

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admission in this college and the staff is oriented to respect the dignity of physically challenged and to provide every sort of help to them. The college staffs helps and provide guidance to Physically Challenged students to get scholarship.

iv. **Practice teaching**

Before sending teacher trainees to schools, the college periods in time table for teacher trainees to practice teaching in simulation and develop teaching-skills through Micro-teaching and Macro-teaching. Five model lessons are delivered for the students. Students are given pin pointed and specific feedback.

v. **School experience / internship**

The institute ensures inclusion of school experience in curriculum by allotting 40 days to school experience for internship of teacher trainees in school the college has adopted 10 schools for teaching practice.From the coming session as per the norms I will be six months internship program for the 2nd year B.Ed. students in different schools under the supervision of different college lecturers and school teachers. It will be whole day internship program and the teacher trainees will be doing all the duties expected of teacher in schools.

vi. **Work experience /SUPW**

As per the curriculum the college has three options in work experience, that is, Art & Painting, Gardening and Computer Craft. Students are allowed to choose any one out of these three. The college provides infrastructure and facilities for these options.

vii. **Any other (specify and give details)**

The curriculum of the institute includes the teaching of Educational Psychology, Guidance & Counseling and Education Technology. The college organized seminars beside their curriculum to develop life skills.

1.3 **Feedback on Curriculum**

1. **How does the institution encourage feedback and communication from the Students, Alumni, and Employers, Community, Academic peers and other stakeholders with**

reference to the curriculum?

The college gets feedback from the students through the feedback Performa regarding transaction of curriculum and students are free to put their suggestions in the suggestion box. The alumnus gives their worthy suggestions in the form of Verbal Communication whenever they needed and whenever they visit. The college has formed an advisory committee for the growth and betterment of the Teaching –Learning-Process. In IQAC and in Staff meeting, the employer gives suggestions directly to the Principal and Management. The college organizes every year Parents-Teachers meeting in which parents give their suggestions. The college gets feedback from the school heads also.

2. **Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same**.

    Yes, feedback is read by the principal and In charge of IQAC. Action is taken for improvement and if needed the matter is referred to the staff council and the staff for the improvement. Identified areas are of poor handwriting of the students. The college Principal and fine arts instructor gives demonstration on legible and clear handwriting and to check the improvement, we conduct a Blackboard Writing and handwriting Competition in the Hindi, Punjabi and English Languages.

3. **What are the contributions of the institution to curriculum development? (Member of BOS/ sending timely suggestions, feedback, etc.)**

    The college Principal contributed as a member of syllabus committee of SCERT for framing new syllabus of D. El. Ed. His worthy suggestions regarding framing new syllabus. The college Principal also acted as co-coordinator cum Nodal Officer of City Fazilka for conducting the PS-TET exam. He suggested Panjab Govt. to make the examination centre according to the city wise not to District Wise. The College held a seminar of the staff to discuss new syllabus of B.Ed. and the findings of the seminar were sent to the board of studies of Panjab University.

1.4   Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

For need assessment and feedback from the teacher trainee for curriculum revision, a seminar was organized on the topic "Quality perspective in curriculum development for teacher education". Again a National Conference was organized by the college. Participants from various B.Ed. colleges and school from Punjab, Harayana & Rajasthan attended the conferences and opined that the curriculum be revised to make it according to the needs of the present day technological advances. A need was felt to make computer education more practical and need based and it was suggested that the topics which have become obsolete should be replaced by more emphasis on practical training aspects of computer.

2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

For the curriculum revision and update the college takes weekly list, Monthly Test, Unit Test, House Test and open Book Test. Feedback and suggestions of the students are obtained through the feedback Performa and the suggestion box. The heads and the teachers of the practicing school give feedback regarding the teacher trainees, which are later on discussed by the staff for the various improvements.

1.5   **Best Practices in curricular Aspects**

1. **What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?**

    Each student has to deliver 2 Seminars, 2 Assignments, 2 Power Point presentations of each subject by using Reference Books, Journals, Magazines, Newspapers, and Encyclopedia. News and views in Education published in the newspaper of the day/week and Educational Journals are presented to the students through the notice board, Wall Magazine and /or in the form of announcements. The college is imparting value education in a period, in a week as a part of curriculum. The students cannot obtained updated knowledge from the books therefore we provide knowledge through, Internet, TV Broadcast, Educational Movies, through LCD Projectors and Cinemas

2. **What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?**

A. **Title of the Practice:**

    Educational News and views.

B. **The context that required initiation of the practice:**

The books do not provide updated knowledge. It is an era of fast changes. New information is being added daily. The students do not update themselves with the latest knowledge. Hence, there is a need to acquaint them with the news in the field of education and give them a view of views of the experts as well as the common man related to the field of education.

C. **Objectives of the practice:**

To update the knowledge of the students with the news and views expressed in news papers.

D. **The Practice**: A Sadan or tutorial group is on duty for a week. During this week a student of the Sadan selects the news and views in the news paper of the day and announces or read these before the entire student. To start with, it is in the morning assembly and later on it is in the recess also on the mike.

E. Obstacles faced if any and strategies adopted to overcome them:

Since opportunity is to be given to different student on each day, on each day a different student has to be trained for this purpose. The college does so and difficulty is overcome. If only trained students are given this opportunity, it will be easier but not useful.

F. Impact of the Practice:

The student gets the latest knowledge of the happenings in the field of education. The students start reading the educational columns themselves also.

G. Resource Required:

News papers and teachers in charge.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What are the main evaluative observations/suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?**

In the first assessment report with reference to the curricular aspects, we gave emphasis on Educational news and views which was praised by the previous NAAC team and we are still continuing this innovative practice.

2. **What is the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

The major quality sustenance and enhancement measures undertaken by the institution are:-
    a. The Reading news and views
    b. Educational movies,
    c. Field Trips,
    d. Nukkad Natak are in practicing.

Additional Measures

    e. Publication of International Quarterly peer reviewed Educational Journal with ISSN,

f.   National Seminars sponsored by ICSSR

g.   National Human Rights Commission.

h.   Punjab State Counsil for science and Technology

i.   International Seminars sponsored by ICSSR

j.   Publication of Books on Seminars

k.   Start of D.El.Ed. course since 2012

Assessment
Criterion – II

TEACHING LEARNING AND EVALUATION

Maharishi Dayanand College of Edcuation

P.O.Box No. 14, Near BSF, Hanumangarh Road,
Azimagarh, Abohar-152116 (Punjab)

Criterion-II Teaching, Learning and Evaluation

2.1 Admission Process and Students Profile

1. **Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?**

Our college is a self-financed college affiliated to Panjab University, Chandigarh and also a member of self financed federation. Every year Panjab Government notifies the admission process and the admission is centralized and done by state level admission committee. The admission is on the merit basis, admission for general category is 50% marks and 45% is for SC/ST. The college has provision of admitting students in the teaching of Social Study, History, Political Science, Physical Education, Commerce, Mathematics, Science, Hindi, Punjabi and English. In the matter of admission the college adheres to the decision of National Council for Teacher Education, Punjab Government, Panjab University, Chandigarh and federation of self financed colleges. The college has guidance cell which helps the students in the process of admission. SC, ST, BC, Handicapped, Minority category students, Merit holders are helped in getting scholarships. Deserving students are given fee concession and aid from student aid fund. College has a big library which helps the students to get books from Book-Bank.

2. **How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?**

Information regarding admission is advertised in National Level news papers and local news papers giving subject combination, No. of seats available, Category benefits, Age relaxation, time period of the course, fee and other relevant information and Counseling Schedule by centralized counseling committee. The prospectus of the college gives information regarding affiliation with The Panjab University, Chandigarh. Vision, Mission, Objectives and Values of the college, Faculty of the college with their Qualification, Admission procedure, Outline of curriculum, House Test, Period of training, Facility and Infrastructure available in the college, do's and don'ts, Library, Internet facility, Book-Bank, Guidance cell, placement cell, Suggestion box, Blood Donor Squad, Women Cell, NSS, Scout camp and

scholarships etc. The information regarding college activity and curriculum etc. is displayed on notice board and on the website of college also. The activities performed by the college are also displayed in National and Local Newspapers and Magazines of the college "Sanskar". Sanskar is annual magazine published by this college.

The information regarding the Progress Report (Theory and Practical), Lectures attended by the teacher trainee is sent to the parents by post through Inland Letters and telephones. Students are provided equal opportunities at the time of admission without any gender discrimination.

3. **How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?**

The admissions are conducted by the state level admission committee as per the notification of the Punjab Government. The admission procedure is properly advertised by the Punjab & Government & the counseling committee and the admission criteria are equal for all. The admission criteria are equally applicable to the management seats. The college advertises the information regarding the management quota seats, Date of application, Date of counseling, Eligibility criteria, Age relaxation, Marks relaxation, scholarship schemes etc. clearly stating that admission will be on merit basis.

4. **Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged).**

To retain the individuals of diverse economic status, the college has following strategies:

II. The College helps the students in getting scholarship (SC/ST, BC, Minorities etc.)
III. Books are provided from the book bank.
IV. Fee concession is given to the economically poor students.
V. Fee concession is given to the Physically Challenged persons.
VI. The college has students of different religions and there is no discrimination on the basis of religion, Caste, Creed, Sex or Race. The College believes in equality and pay respects to all the religion.
VII. The college has male and female students and provides equal opportunities to the boys and girls at the time of admission without any gender discrimination.

VIII.   The college has nearly 70% girls' students.

IX.   The college has a separate common room and separate toilet for girls which is clearly demarked.

X.   The college has a women cell headed by the lady lecturers and lady members from the college management, student lady representative and other members of the cell from Diksha – a law society. Diksha is a NGO run by advocates to aware the girl child on the topic like Equality, Justice, Domestic Violence, Legal Awareness, Drug de-addiction etc.

XI.   This women cell is for strengthening the woman power and to look into any complaint. The member of female lecturers equals or exceeds the number of male lecturers and hence the female gender is always held in high esteem by the college administration as well as by the students.

XII.   To Cater to diversity in linguistic population, the College provides freedom and arrangement for all the three languages of this area, i.e. Hindi, Punjabi and English.

XIII.   Students are free to choose any medium and any language out of these three as their teaching subject.

XIV.   Students are free to express their views in any of these three languages.

XV.   College library has books in all of these three languages and there is no discrimination on the basis of language.

XVI.   To facilitate the Physically Challenged Persons the college has a ramp and wheel chair.

XVII.   The staff is oriented to respect the dignity of physically challenged and to provide every sort of help to them. The college staffs helps and provide guidance to Physically Challenged students to get scholarship.

5.   Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

For assessing student's knowledge / needs and skills before the commencement of teaching programmes, diagnostic test of the following types are held:

1. A handwriting test in Hindi, English and Punjabi is held in order to know the defects in the handwriting.

2. Diagnostic test in English, Hindi and Punjabi is held in order to know the deficiencies and mistakes committed in the languages.

3. A diagnostic is held to know the guidance needs of the students in order to provide them guidance and counseling.

4. I.Q. Test was conducted to identity the intelligence quotient of students.

5. Teaching aptitude test was conducted to know the aptitude of the students.

6. Verbal competencies test for students to give opportunities to express themselves in English, Hindi and Punjabi to know their strength and weakness in a practical language.

7. To develop the leadership qualities among students, college makes a club named as Youth Service Club (YSC). This college has a committee of president, vice president, Secretary, etc. to run the committee properly and make a bridge between students and teachers, students and administration, selection of president and other posts are strictly on the basis of speaking quality, self expression, vision, personality, attitude etc.

8. To search the talent among students college organized "Creative Writing Competition" on which themes are given to students to write an essay, story , poems etc. Winners of the competition are sending to participate in Youth Festival. Our college comes under Zone C and colleges always win prizes in youth festival and winner of Zone Levels participate in Inter Zonal Level.

2.2   Catering to Diverse Needs

1.   Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

The college has provided teaching and guidance schedule from 9 am to 4 pm. All the lectures use variety of methods (Lecture, Activity, Demonstration, Role playing, Storytelling, Project Method) etc to enhance learning. Two sections of B.Ed. namely Sec A and Sec B have projectors and Lecturers use projectors while teaching. Teaching Aids, Models, Globes and other teaching aids are also used to simplify the content. Time Table is a mixture of Theory and Practice. In time table there is sufficient periods for skill development of students. College has a big library in which students get books from book bank for self learning. They are also issued two books per students on issue return basis. Lecturers are persuaded to be students friendly.

A teacher is in-charge of adjusting periods, i.e. if one is on leave; the class is adjusted by another lecturer teacher in that period, So that the institution works towards creating an overall environment conducive of learning and development of students.

Students are given opportunities of self expression through Suggestion box, declamation, Seminars, Magazines, Participation in National Seminar, Field Trips, Excursions, and Extension Lectures by Experts, Tutorial Groups or Sadans. The college has variety of subjects and gives coaching for P.S.T.ET and C.T.E.T. to all the students free of cost. In this year more than 18 passed PSTET and 12 passed CTET.

The institution also provides equal opportunities for the professional growth to all the lecturers. More than lecturers presented their papers in National and International Seminars & Conferences.

2.   How does the institution cater to the diverse learning needs of the students?

Students have option in choosing two teaching subjects out of the nine teaching subjects according to the subjects available in the college. Students have option to choose any one medium out of Hindi, English and Punjabi. College also provides free coaching of PSTET and CTET to all the students. The whole college campus is connected with Wi-Fi. College has library nearly 7324 Books, 25 Journals 2200 References books, 08 Newspapers (Local + National), which cater to the diverse learning needs of the students. Students are persuaded for self learning and presenting seminars. Books in different languages, i.e. Hindi, Punjabi & English are available.

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3. **What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?**

The paper relating to education psychology is known as " childhood and growing up" it includes the topics for student teacher to understand the role of diversity and equity in teaching learning process such as heredity and Environment, Intelligence Emotional Intelligence, Creativity, Personality Adjustment children with special needs, Gifted, and educationally backward children. Stress is laid on teaching by interactive methods.

4. **How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?**

Feedback from the students is obtained. There is a suggestion box also in which the students are persuaded to put their suggestions and feedback regarding the teacher educators. The college has IQAC (International Quality Assurance Cell) which aroused the professional growth and development of the teacher educators Dr. Anurag Asija is the Head / Incharge of this cell. Teacher educators present their papers in National and International Seminars, conferences, workshop and also attend faculty development programmes conducted by Academic Staff Council. Teacher educators also write books on different subjects to share their knowledge with students. All the assistant professors are M.A with more than 55% marks, M.Ed. and have qualified NET or equivalent. Three faculty members are PhD's and two teacher educators are persuading their Ph.D. (Education) from recognized universities.

5. **What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?**

Students are given knowledge regarding diversity and inclusion through:

a. The paper of Educational Psychology named as "Childhood and growing up".
b. Every year, students visited to Jagdhamba Andh Vidhyalya and to meet deaf, dumb and blind students, So that students develop knowledge, skills & sensitivity related to diversity and inclusion.
c. The students are persuaded to make social service in helping their especially able classmates.
d. Each year National Seminar on Human Rights of women/ Children/SC/ST are organized.

2.3 Teaching-Learning Process

1.   How does the institution engage students in "active learning"? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

The college engages students in active learning by the following activities.

a. Assigning them Seminars, Assignments and Project work related to curriculum which supplement the class work and allow the students to express their views and ideas freely. They present the Seminars and skills before their class fellows that is peer teaching.

b. Each student is required to do following practical in this college.

   i.   Community work (Identification and diagnosis of the problems prevailing in the community) It is conducted under the supervision of subject in charge.

   ii.   Administration and interpretation of intelligence Test, Personality Test, Attitude and Aptitude test under the supervision of Psychology lab in charge.

   iii. Preparation of transparencies, operation of OHP, LCD projector and preparation of programmed instructional material.

   iv.   Action Research.

   v.   Construction of Time Table, Maintenance of Attendance Register.

   vi.   Use of MS-Office (MS Word, MD Excel, MS Power Point) for processing word evaluating numerical values and presentation.

   vii. Use of Disk Operating System (DOS) and (GUI) windows based operating system to aware the students about commands and Icons or short cuts used in computers.

   viii. Internet surfing: - Chat, Email, open a Website, Cut, copy, Paste etc.

   ix.   Making a soft copy of Lesson plan.

   x.   Making a lesson plan in power point tool.

   xi.   Case study.

   xii. Visit to Andh Vidhyalaya , Sri Ganga Nagar.

   xiii. Practical on Library Science and on Health and Physical Education.

   xiv. Yoga Aassns, Gestures and Postures.

   xv.   Skill Training (Blackboard work, P.K. Testing, Skill of reinforcement, Gestures, Posters, voice quality etc.)

   xvi. Drawing.

xvii.   Art and Painting.

c. College follows the schedule of internship as pre decided and planned by Panjab University therefore in time table, there are regular periods of teaching practice for teaching in simulation, i.e. peer teaching.

d. Staff and students provided internet facility in Computer Lab and Library to make them active learner.

e. Staff is persuaded to encourage students to ask questions.

f. Students are encouraged to participate and present papers in National and International Seminars.

2.   How 'learning' is made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

The college lays emphasis on interactive teaching for which lecturers use variety of teaching methods i.e. Project method, Discussion method, Activity centered method, Demonstration method, Role playing, use of Concrete material, teaching aids and questionnaire for developing teaching skills among students. Charts, Models, Flannel board, Black board, white board, Projector, computer with internet facility, Audio – cassettes, CD's, TV, Radio and Video Camera are used by the lecturers to make teaching student centered. Orientation followed by model lessons is given in the following teaching skills through micro teaching.

i.   Skill of introducing the lesson

ii.   Skill of writing instructional objectives.

iii.   Skill of questioning.

iv.   Skill of reinforcement.

v.   Skill of stimulus variation

vi.   Skill of B.B. writing.

3.   What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

The students practice the skills through Micro teaching. They plan 5 Micro lessons and also deliver Micro lesson for each skill. Feedback is provided by the lecturers as well as students. College has a video camera for making video films of the lessons for providing feedback to the students.

Staff uses student friendly and interactive approach and explains the content with the help of proper explanation, examples, blackboard writing, LCD projectors and teaching aids. Notes are provided wherever needed and students are persuaded to present seminars for ensuring effective learning .Classroom tests, House examinations are held and feedback is given to ensure comprehensive and continuous learning.

4.   Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

Models of teaching as defined by Joyce and Bruce do not find place in the NCTE Curriculum. However, lecturer of Art demonstrates how to make and use of models as teaching aids in the classroom. Every year college organizes Intra Level Teaching Aid competition in which students show their creativity to the fullest extent in making models for teaching and winners of this competition take participate in Inter College Teaching Aid competition held by Zone-C of Panjab University.

5.   Does the student teacher use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Already defined in 2.3.3

6.   Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

In schools, the students deliver two lessons in a day, that is, one lesson in one teaching subject in a day. Almost 75% of the lessons are observed by teacher educators and 30 lessons are observed by the peers, that is, 15 lessons in a subject. Teacher educator plays the role of supervisor and gives feedback to the teacher trainee in the form of suggestion. These suggestions are the mixture of Verbal as well as non-verbal instruction. Students prepare lessons based on stimulus variation, B.B writing etc. to make the lesson cater to the diverse needs of the students. The college adopts 8-10 schools for teaching practice in schools. All the schools are affiliated to P.S.E.B., Mohali. College adopts Govt. and private schools for teaching practice according to the schedule prescribed by P.U. In schools, teacher's trainees use Chart, Models, Diagrams, LCD Projectors, OHP'S, Chalk board, white board etc. to enhance teaching and learning. Feedback is also given by peers and the teachers of the schools.

7.   Describe the process of Block teaching / Internship of students in vogue.

The college takes nearly 8 -10 schools for teacher practice in Abohar. All the schools are affiliated to P.S.E.B. After pre- practice, the trainees are sent to schools for teaching practice and each group is headed by teacher educator.   The teaching practice is divided into two parts for one year / annual course since 2013. First phase in November – December and 2nd phase in the months of May and June. In which teacher's trainee has to deliver 5 Micro + 20 Macro + discussions lessons and 15 observations for each teaching subject. The process of feedback is same. Nearly 75% lessons are observed by teacher educators and 30 lessons are observed by peers. Feedback is of both types verbal and non- verbal. During teaching practice teacher trainee has to arrange Cultural activities in the school, i.e. Conduct Morning assembly make a report of school plant, Maintained of Attendance Register etc so that their teaching skills are developed.

8.   Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

a) Yes, the school staff is co-operatively involved in preparing time table when the teacher mentor allots the periods, the class and the section in consultation with the student teachers.
b) The school staff also supervises the lessons when the teacher mentor supervises the lessons.
c) Schools staff guides the pupil teachers regarding record keeping.

10.   How do you prepare the student teachers for managing the diverse learning needs of students in schools?

Trainees become familiar to the diverse needs of students or individual differences through the theory paper. The students are exhorted to make their teaching student centered by using learning aids. Teaching aids help him managing diverse learning needs. They also check the mistakes of their students and pay attention to the diverse learning needs.

11.   What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

a) The teacher educators themselves use and adopt technology in their teaching.
b) College has OHP's LCD projectors, Computers, Laptops, Slide projectors, Internet facility to use. This encourages the student to use and adopt technology in teaching practice.

2.4 Teacher Quality

1. **Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.**

   Already defined in 2.3.8

2. **What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?**

   College adopts 8 schools for teaching practice. College has 8 lecturers therefore in every school a lecture has 12-13 students to supervise. For D.El.Ed. the Govt. has given instructions and criteria for choosing the school, it should be Govt. school ,within distance of 8 KM from the college and there should be need in that institution permission of B.P.E.O & D.E.O. is required.

3. **Describe the mechanism of giving feedback to the students and how it is used for performance improvement.**

   Feedback is essential in every work. Teacher Educator gives the necessary feedback to each and every student in verbal or non-verbal way. College conducts Regular tests, Weekly tests, Monthly tests, Unit tests for improvement of the students' performance. After the evaluation, teacher educators discuss the exam with the students in the class and give valuable feedback for improvement. First ten position holders are honored and their name placed on the notice board of the college. The report of the performance of the students is also sent to their home by post.

4. **How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?**

   To encourage the students and the faculty to keep with the recent developments in school subjects and teaching methodology, the college puts the educational News on the notice board and these news are also read in morning assembly and in the recess on mike. To update the knowledge of the students and teachers about policy directions, College organizes national and

international seminar, conferences, Extension Lectures of the experts, Discussion and Debate on relevant topics and carrier counseling etc.

5. **How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?**

Already explained in 2.4.4

6. **What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc?)**

For ensuring professional / carrier development of the teaching staff of the college, College allows the lecturers to attend faculty development programmes conducted by ASC for their Professional growth. College allows the lecturers to attend Seminars, Conferences, Faculty research program, Higher Education (M. Phil, Ph.D.) etc., other post graduations (M.A. in Hindi, Punjabi, English, Psychology, Sociology etc.) for their professional growth. The college has 25 Journals 2200 Reference books, 08 National and International Newspaper, University News, Internet facility for their professional growth. Two faculty members of the college Mr. Vishaldeep Gupta and Ms. Poonam Midha Persuading Ph.D. (Education.) Mr. Sunil Dholia completed his M.Phil. (Hindi), Dr. Anurag Asija awarded their Ph.D. in Education last year. Ms. Harmeet Kuar is doing another post graduation in Education. Ms. Poonam Midha, Ms. Aruna Gaba, Ms. Priyanka qualifies their CTET and Mr. Vishal Gupta qualifies his NET exam June 2014 under the guidance of Dr. R.P. Asija.

7. **Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.**

The atmosphere of the college is congenial for the professional growth. Staff Members are given recognition and are motivated for good performance by making them conveners, coordinators, program Co-coordinator of N.S.S. and making them in charge of different activities. Their names and achievements are recorded in activity register and news is sent to the newspaper and got published.

2.5 Evaluation process and reforms:-

1. **How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)**

   The students are given diagnostic test in the very beginning. Test is related to their knowledge and comprehension in Hindi, Punjabi and English. Students communicate their difficulty, if any, to the subject incharge, or monitor or Sadan incharge or put suggestions in the suggestion box. If a girl child faces any problem or difficulty, then she contacts the head of the guidance cell. Proper feedback and remedial is given to the students. There is separate suggestion box in the library for suggesting or demanding the required book or journal or any infrastructure needed by them. Suggestions are welcomed and implemented.

2. **Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?**

   The college has a continuous comprehensive evaluation system. The college conduct diagnostic test, classroom test (weekly, monthly, unit test etc.) for each subject, one house test for each semester since 2014, Conditional test, Practical work / sessional work. These are linked with Internal Assessment. Assessment is based on all round development of an individual's i.e. achievement in class test, House test, Actively participation in games, Sports, N.S.S. Camps, Skill programmes, Daily attendances, Discipline, Punctuality etc. These are the core points, to keep in mind, while assessing the students.

3. **How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?**

   Students are provided immediate feedback by the lecturers. Report / Achievement of the students is sent to their parents through speed post and also displayed on notice board to show the rank of each student in a class.Top 20 students are appreciated and applauded by Principal in the Morning Assembly. The list of merit holders with their names, photos, roll no. and marks is also published in college magazine. Regular Class Test, Monthly Test and

Unit Test are conducted before the house test for remedial suggestions. In practical work like skills, the immediate feedback is given by lecturer to the student in the form of verbal and non verbal communication.

4. How ICT is used in assessment and evaluation processes?

The attendance, the marks during the test and house test are feed to the computer for compiling and preparing reports and also for sending reports to their parents / homes. ICT is also used for sending the Assessment to the university and for E-mails to university examination branch.

2.6 Best Practices in Teaching -Learning and Evaluation Process

1. **Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?**

   The college has OHP's LCD's Computers, Slide Projectors Video Camera etc, for teacher educator to teach. Teacher uses this technology while teaching. Students also motivated to use this in their teaching. The educator uses variety of methods to teach. Group Discussions, Debates, Role playing, Projects work, Assignments, Seminars, Cuttings from newspapers etc. are the daily routine of teaching learning process. College has a big library and almost 50% students visit Library daily. The college has a very comprehensive Evaluation system which evaluates the students throughout the year.

2. **How does the institution reflect on the best practice in the delivery of instruction including use of technology?**

1. **Title of practice**

   Interactive Teaching Learning & feedback.

2. **Objective**

- To inspire and train the teacher educators and teacher trainees in making the teacher interactive.
- To have a system of feedback to students by teacher educators and peers and feedback to teacher educators by students and authorities.
- The teacher educator should themselves act as a model and teach in an interactive way and should inspire, supervise and persuade teacher trainees to teach by interactive methods.

3. **The Practice**

The teacher educators are asked to write the innovative methods other than lecture method while writing distribution of syllabus. They are also asked to use teaching aid and technology based

infrastructure like LCD Projector, Computer, OHP and transparencies etc. The college principal himself presents a model lesson before all the faculty members and the students illustrating the technique of stimulate variation skill and guided discovery approach.

4. Obstacle faced

While equipping them with interactive methods of teaching. It is found that the knowledge of content of some student is also not updated and they are likely to impart poor knowledge.

5. Strategy to overcome obstacles

Teacher educators are persuaded to point out mistakes in content also and the principal in his addresses stress upon teaching after studying the topic in more than one book and in books of higher class also.

6. Impact of practice

The teacher educator teach in interactive way and use OHP, LCD Projector and other teaching aids etc. in their teaching. This led to increase in confidence level of teacher educator and pupil teacher in teaching with interactive methods. Teacher Trainees won prizes in teaching competition of Panjab University.For example-

Session (2008-09)

1) On the Spot Teaching Aid Preparation Competition

Name	Subject	Position
Shveta	Science	2nd
Jagrup	Social Study	3rd

2) Zonal - Skill in Teaching

Subject	Name	Position
Teaching of Social Study	Nisha Bajaj	1st
Teaching of Social Study	Saveta	2nd

Subject	Name	Position
Teaching of Hindi	Preeti Ratna	1st
Teaching of Hindi	Bharat Lal	2nd

Subject	Name	Position
Teaching of Punjabi	Gurpreet	1st
Teaching of Punjabi	Manjeet	2nd

3) Inter-Zonal Skill in Teaching

Item	Name	Position
Teaching of Hindi	Nisha Bajaj	1st
Teaching of Hindi	Preeti Ratna	2nd

Item	Name	Position
Teaching of Social Study	Nisha Bajaj	1st

Resources Required

The college has the requisite resources, viz. the expertise, and infrastructure like science lab, the instructional material room ,the computer lab, Laptop, OHP's, Slide Projector and LCD Projector in addition to a large number of teaching aids like charts, models and transparencies.

Contact Person for Further Details: Dr. Anurag Asija (Convener)

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?**

   A. Admission process and student Profile
      ➢ Publicity of admissions through news papers, notice board and website is given.
      ➢ Equity and access is maintained strictly according to the norms and guidelines prescribed by Panjab University, NCTE and state government.
      ➢ Admission is based on marks secured in written exam and entrance test.
   B. Catering to the diverse needs
      ➢ Slow learners are given remedial teaching.
      ➢ College offers nine methods, three special fields and three medium of instruction.
      ➢ The practice for the students to develop skills related to diversity and inclusion and apply them effectively in class room situation is not specified clearly.
   C. Teaching-learning Process
      ➢ Students are engaged in active learning through individual projects,use of library,use of ICT, construction of teaching aids. Etc.
      ➢ Six macro-teaching skills are practiced through simulation.

> The practice teaching in school is for 40 days. Teacher educators supervise 50% of the lessons.
> The students are updated on educational needs of the schools through educational news and views programme, seminar etc.

D. Teacher Quality
> Total 11 teachers (5 permanent Lecturers and 1 professor,rest are adhoc-3 Lecturers and 2 instructors).
> 2 teachers are Ph.D, 2 are pursuing,3 NET qualified and 4 M.Phil.
> Two faculties are awarded by local agencies for their contribution in education.

E. Evaluation Process and Reforms
> Institute is using diagnostic test,classroom tests,house tests and make up tests for internal assessment.
> The internal assessment is given fairly good weight in the final result.
> Specific steps not taken for improving performance and curriculum transaction using the outcomes of the assessments.

F. Best Practices in teaching-Learning and evaluation (if any)
> The institute has adopted comprehensive evaluation system which evaluates the students throughout the year.
> The institute is emphasizing on interactive teaching-Learning and Feedback as best practice.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

We have adopted the new syallbus and now the B.Ed is two year duration course. A new course D.El.Ed has been introduced in the college and accordingly number of Lecturers, No. of rooms and infrastructure has increased.

Criterion – III

Research, Consultancy

& Extension

Maharishi Dayanand College of Edcuation

P.O.Box No. 14, Near BSF, Hanumangarh Road,
Azimagarh, Abohar-152116 (Punjab)

Criterion-III   Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 How does the institution motivate its teachers to take up research in education?

3.1.1 The institution motivates its teachers to take up research in Education by enrolling themselves for Ph. D or M. Phil.

Secondly, they are encouraged to do research write research papers and get it published in various Journals.

Thirdly, they are given leave permission to attend seminars, workshops in various colleges, refresher courses and orientation courses of different Universities.

Fourthly, college offers assistance and requisite educational material like Journals, Books, encyclopedia, various psychological tests and tools etc. for research purpose.

Fifthly, college keeps teachers updated regarding seminars in various institutions, give them permission to attend seminars, reimbursed D.A./T.A. and delegation fee to attend seminars and other enlightening programs.

3.1.2 What are the thrust areas of research prioritized by the institution?

The thrust areas of research prioritized and popularized by the college are issues pertaining to Education, teacher Education, School Education, Research sensitization, value Education, Psychological and Philosophical issues.

3.1.3 Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

The college encourages Action Research for improving the system of college and various problems of the faculty and students particularly.

An action research project for improving four skills of English i.e. LSRW was undertaken in forgoing years. Students were given 20 vocabulary words daily or on alternate days in order to improve English language skills. They were encouraged to read English newspapers daily, listens to news in English on TV or Radio, to speak English with parents and classmates in order to overcome problem created by foreign language.

The impact of this action research was seen in terms of improvement of personality traits, grasp over English enhanced and good results of PSTET & CTET. This practice helped students in personal, academic and professional spheres of the life.

3.1.4 Give details of the conferences/seminar/workshop attended and organized by the faculty members in last five years?

Details Of National And International Seminars/ Confrences/ Workshops Attended By Faculty Members

Dr.Ranveer Pratap Asija

1. List of National Seminars(Paper Presented)

Sr. No	Titles	Venue	Date
1	Challenges in HRD	G.H.G.H.College of Education for Women,Sidhwan Khurd,Ludhiana	16/01/1998 17/01/1998
2	Laws to Protect Women	DAV College of Education,Fazilka	26/02/2015
3	Quality Teacher Education: A Check over Deterioration of values in society	Jyoti B.Ed College,Rampura (Fazilka)	10/3/2015
4	Science Education for Hazards of Smoking	DAV College of Education,Fazilka	7/4/2015
5	Eradicating the menace of drugs, Alcohol and Smoking	DAV College of Education,Fazilka	16 & 17/04/2015
6	Quality Concern in Higher Education	Shree Satya Sai B.Ed College,Karaiwala	30 & 31/08/2015
7	Role of Education in Transmission of Culture	Sant Baba Bhag Singh Memorial Girls College of Education,Sukhanand (Moga)	18/01/2016
8	Educational Philosophy of Rishi Dayanand	DAV College of Education,Abohar	23/01/2016
9	Impact of API Scores	DAV College of Education,Fazilka	13/02/2016

2. List of Conferences

Sr .No	Titles	Venue	Date
1	Third National Conference	Association of Indian College Principals,Gyan Sarovar,Mt.Abu	6/10/2001
2	Workshop on Experimental Design and Use of SPSS Package	DOE, Panjab University,Chandigarh	30 Nov to 3 Dec,2001
3	Fourth National Conference	Association of Indian College Principals,Vivekananda Kendra	21,22/01/2002
4	Seminar-Cum Workshop	CDC, Panjab University,Chandigarh	22,23/04/2002
5	National Conference	Dayanand Institute of Education Mgt & Research,Navi Mumbai	10,11/05/2003
6	Chaired the Technical Session	Hans Raj Memorial College of Education,Bajakhana	6,7,8/03/2010
7	11th National Conference	Panjab University,Chandigarh	7/3/2014

3. International Seminar (Paper Presentation)

Sr.No	Titles	Venue	Date
1	Promotion of Teaching and Learning	Hans Raj Memorial College,Bajakhana	23-24 Feb,16

4. **International Seminar** **(Paper Published)**

Sr. No	Topic	Published by	ISBN/ISSN No.
1	Job Satisfication among language Teachers Teaching Elementry Classes in Schools of fazilka District	Edu Research Vol 01,March 2014	2348-6015

Dr.Anurag Asija

1. **List of National Seminars**

Sr.No	Titles	Venue	Date
1	Value Education	Guru Gobind Singh College of Education,Barnala	23-12-2008
2	E-learning	Maharishi Dayanand College of Education Abohar	03/01/09
3	Computer Assisted Learning	Babe Ke College Of Education,Daudhar,Moga	8th March,2009
4	Stress Management for Students	Shree Satya Sai B.Ed College, Malout	21st March,2009
5	Education for making India a developed Country	Maharishi Dayanand College of Education Abohar	02/04/09
6	Value Education among Teachers	Maharishi Dayanand College of Education Abohar	27-11-2009
7	Inclusive Education Need	Dasmesh Girls College of Education,Badal	29-04-2010
8	New Dimensions in Education	Baba Farid College of Education,Bathinda	19 & 20 Oct,2010
9	Continuing Professional Development	Hansraj Memorial College of Education,Bajakhana	31-10-2010
10	Rights to Education	Maharishi Dayanand College of Education Abohar	26 & 27-11-2010
11	Corporal Punishment	Swami Ganesha Sanatan Dharam College of Education,Jind (Haryana)	3/11/2011
12	Yoga Education	Maharishi Dayanand College of Education Abohar	17 &18-3-2012
13	Role of Government in Improving Strategies for Higher Education	Mata Misri Devi D.A.V. College,Giddarbaha	21-01-2014
14	Managing Stress	Hansraj Memorial College of Education,Bajakhana	7/3/2014
15	Sexual harassment of Women at Workplace and Compliance Mechanism	Moga College of Education for Girls	7/5/2014
16	Human Rights Commission	D.A.V.College of Education,Fazilka	26-2-2015
17	National Human Rights Commission	Maharishi Dayanand College of Education Abohar	28-2-2015
18	Professional Ethic in Teacher Education	Jyoti B.Ed.College,Fazilka	10/3/2015
19	Global needs and Indian Education	Muti Devi Memorial B.Ed College,Sadul Shahar	29 & 30-8-2015
20	Excellence in Higher Education:Issues and Concerns	Shree Satya Sai B.Ed College, Malout	30 & 31-8-2015
21	Swami Vivekanand on Women Empowerment	D.A.V.College,Abohar	23-11-2015

22	Reflection and Action on the latest Regulation of Teacher Education	Bhagwan Shri Krishan College of Education for Women,Sirsa	13-13-2015
23	Preserving Culture Role of Teacher Education	Sant Baba Bhag Singh Memorial Girls College of Education,Moga	18-1-2016
24	Personalized Education-KED Programme	Jyoti B.Ed.College,Fazilka	19-01-2016
25	Drop-Out of School in Malwa Region of Punjab	D.A.V.College,Abohar	20-1-2016
26	Importance of Internship Programs for Excellence in Teacher Education	D.A.V.College of Education,Fazilka	23-1-2016
27	Role of Teacher in Assuring Quality in Education	Golden College of Education,Gurdaspur	23-1-2016
28	ਵਿਸ਼ਵੀਕਰਨ ਦਾ ਪੰਜਾਬੀ ਸਾਹਿਤ 'ਤੇ ਪ੍ਰਭਾਵ	Bhag Singh Khalsa College for Women,Aboahr	27-1-2016
29	Educational Philosophy of Swami Dayananda	D.A.V.College of Education,Abohar	13-2-2016
30	Evaluation of National Human Rights Commission	D.A.V.College,Abohar	27 & 28 -02-2016
31	Make in India-Science & Technology Innovation	Maharishi Dayanand College of Education Abohar	22-03-2016

2. **List of International Seminars** (Paper Presented)

Sr.No	Titles	Venue	Date
1	Computer Assisted Instruction	Hansraj Memorial College of Education,Bajakhana	23 & 24-2-2016
2	Role of NGO's	Maharishi Dayanand College of Education Abohar	25 & 26-02-2016
3	Transforming policies for Gender equality in Education	Biyani Girls B.Ed.College,Jaipur	1 & 2-03-2016

3. **List of Research Papers Published**

Sr.No	Titles	Published by	ISSN No.
1	Role of Govt.in improving strategies for higher Education	**Edu-Research** (Maharishi Dayanand College of Education Abohar)	2348-6015
2	Educational thought of Swami Dayanand Saraswati & their Relevance	Journal of Educational Studies	0973-0982

Dr.H.S.Chahil
1. **List of National Seminars(Paper Presented)**

Sr.No	Titles	Venue	Date
1	Genetically Modified Crops & Food Security	Maharishi Dayanand College of Education Abohar	12rd,Oct,13
2	Evils to be eradicated by Teacher	Maharishi Dayanand College of Education Abohar	27th Nov,13
3	Education & Employment Issues	Maharishi Dayanand College of Education Abohar	21st feb,14
4	Free and Compulsory Education	Maharishi Dayanand College of Education Abohar	28th Feb,15
5	Child Labour,Issue & Bonded labour System 1976	Maharishi Dayanand College of Education Abohar	8th March,16
6	Innovation in Science and Technology	Maharishi Dayanand College of Education Abohar	22nd March,16

2. **International Seminar(Paper Presentation)**

Sr.No	Titles	Venue	Date
1	Yoga Education for Moral Values	Maharishi Dayanand College of Education Abohar	20-21st Feb,15
2	Be Proud to be Indian	Maharishi Dayanand College of Education Abohar	25-26th Feb,16

Ms.Poonam Midha

1. **List of National Seminars (Paper Presented)**

S.No	Titles	Venue	Date
1	Philosophical Foundation Of Interfaith Relationship	D.A.V. College Abohar	17th Dec,12
2	Genetically Modified Crops	Maharishi Dayanand College of Education Abohar	12th ,Oct,13
3	Teacher Education And Human Values	Maharishi Dayanand College of Education Abohar	27th Nov,13
4	Protection Of Women Against Domestic Violence	Maharishi Dayanand College of Education Abohar	21st Feb,14
5	Stress Management	Hans Raj Memorial College Of Edu.,Bajakhana	07th Mar,14
6	Female Feticide	C.G.M. College ,Mohlan	29th Nov,14
7	Innovation In Teaching And Learning	J.B.T.T.Institute.23 Ptp, Sadulshahar	5,6,7th Jan,15
8	Dr.B.R.Ambedkar-A Pioneer Of Social Justice	Gopi Chand Arya Mahila College ,Abohar	24th Feb,15
9	Role Of Family In Achieving Sound Mental Health	D.A.V. College Of Education.Abohar	2nd Mar,15
10	Privatization And Commercialization	Jyoti B.Ed.College ,Rampura, Fazilka	10 Mar,15
11	Gender Bias	Gopi Chand Arya Mahila College ,Abohar	14th Mar,15
12	Human Rights And Education	D.A.V.College Of Education,Abohar	24th,Mar 15
13	National Workshop On NCTE Regulations-2014	Khalsa Colliege Of Education,Amritsar	5th April,15
14	Role Of Education In Eradicating Of Menace of Drugs	D.A.V. College Of Education.Fazilka	16,17 Apr,15
15	Women Edu.And Women Empowerment	Shree Satya B.Ed.College ,Malout	25,26 Apr,15
16	Innovation In Tutoring	Murti Devi Memorial B.Ed.Collge,Matili	29,30 Aug,15
17	Role Of Teacher For Enhancement Of Quality In Higher Education	Shree Satya B.Ed.College ,Malout	30,31 Aug,15
18	Women Empowerment And Education	D.A.V. College ,Abohar	23th,Nov,15
19	Education for better living	Khalsa College of Education,Amritsar.	27th & 28th,Nov.2015
20	Inclusive Education	Guru Ram Dass B.Ed College JIbd	05th Dec,15
21	Role Of Education In Transmission Of Culture	Sukhanand B.Ed College ,Moga	18th Jan,16
22	ICT In Teaching Learning And Evaluation	Jyoti B.Ed College,Fazilka	19th Jan,16
23	Female Feticide In Malwa Region	D.A.V. College,Abh	20th Jan,16
24	Natural Hazards And Their Impact	G.G.S. College Of Edu.Gidderbaha	23rd Jan,16
25	Impact Of A.P.I's On Teacher Performance	D.A.V.College.Of Edu.Abh	23rd Jan,16

26	Effect If Globalization On Punjabi Culture	Bhag Singh Khalsa Colg,Abh	27th Jan,16
27	Civil Liberties Act,1988	Maharishi Dayanand College of Education Abohar	8th Mar,16
28	Organic Farming Tools	Maharishi Dayanand College of Education Abohar	22nd Mar,16

2. **International Seminar**   (Paper Published)

S.No	Topic	Published By	I.S.B.N
1	Role Of Teacher In Developing Mind Of Students	A.S.College,Khanna	978-81-89463-48-9
2	Educational Contribution Of Swami Vivekananda	Rayat-Bahara College Of Education	978-93-84935-28-3
3	Violence Against Women	D.A.V.College Of Education,Fazilka	978-93-5212-513-5
4	Rights Of Children	Maharishi Dayanand College of Education Abohar	978-93-5212-1
5	Yoga Education For Stress Management	Maharishi Dayanand College of Education Abohar	978-93-5212-217-2

3. **International Seminar** (Paper Presentation)

S.No	Title	Venue	Date
1	Role Of Information Service In Higher Education	Lala Jagat Narayan B.Ed.College ,Jalalabad	21 st Nov,15
2	Education For Better Living	Khalsa College Of Education Amritsar	27th ,28th Nov.15
3	Attitude Towards Micro Teaching	Hans Raj Memorial College,Bajakhana	23rd -24th Feb,16
4	Role Of Distance Education In Gender Equality	Biyani Girls B.Ed College , Jaipur	1st -2nd Mar,16

4. **List of Research Papers Published**

Sr.No	Titles	Published by	ISSN No.
1	Relationship between adjustment and mental health of B.Ed students	Khalsa College of Education,Amritsar (Research Tandem)	2230-8806
2	Effect of social facilitation on the spot performance of hearing impaired children	Rao Abhey Singh College of Education,Riwari	2230-9586
3	A comparative study of job satisfaction and depression mong govt and private school teachers of dstt. Mkt	Maharishi Dayanand College of Education Abohar (Edu-Research)	2348-6015

Mr.Suresh Makkar

1. <u>**List of National Seminar**</u> **(Paper Presentation)**

Sr.No	Titles	Venue	Date
1	Barriers in Special Education	D.A.V.College of Education, Abohar	20th & 21st Feb,2009
2	Synergestic Relationship between information Technology and creation of Knowledge Society	D.A.V.College of Education,Abohar	23rd & 24th March,2012
3	Teacher Education on Cross roads	Aklia College of Education for Women Bathinda	5th & 6th feb,14
4	Violence Against Women	Maharishi Dayanand College of Education Abohar	21st feb,14
5	Stress Awareness	Hans Raj Memorial College of Education,Bajakhana	7th March,14
6	Human Rights of Education: A Reality or Myth	D.A.V.College of Education,Fazilka	26th Feb,14
7	Human Rights of Disabled children : Ignored dimensions	Maharishi Dayanand College of Education Abohar	28th Feb,14
8	Transformation Society by Transferring Teacher Education	Jyoti B.Ed College,Fazilka	10th March,15
9	Gender Bias	Gopichand Arya Mahila College,Abohar	14th March,15
10	Human Rights Education : Need of the hour	D.A.V.College of Education.Abohar	24th March,15
11	Parental Alcoholism: Impingement on Children	D.A.V.College of Education.Fazilka	16th & 17th April,2015
12	Infringement of Women Rights	D.A.V.College of Education.Abohar	23rd Nov,2105
13	Acculturation of Education: Need of Hour	Sant Baba Bhag Singh Memorial College	18th Jan,2016
14	Teaching and learning in the age of Digital world	Jyoti B.Ed College,Fazilka	19th Jan,2016
15	Dismal Educational Scenario in Malwa Region: An Analysis and Suggestion for Amelioration	D.A.V.College,Abohar	20th Jan,2016
16	Impingement of Academic Performance Indicators (API) Scores	D.A.V.College of Education,Fazilka	23rd Jan,2016
17	ਵਿਸ਼ਵੀਕਰਨ ਦਾ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਤੇ ਪ੍ਰਭਾਵ	Bhag Singh Khalsa College of Womwn,Abohar	27th Jan,2016
18	Swami Dayanand Saraswati: A Stellar Meliorist	D.A.V.College of Education,Abohar	13th Feb,2016
19	Blended Education	Guru Ram Dass B.Ed College Jalalabad.	20th Feb,2016
20	Impingement of Human Rights across World	Maharishi Dayanand College of Education Abohar	8th March,2016
21	Execution of Research Problem & Application of Psychological Testing in Teaching Learning Situation	Kenway College of Education,Abohar	17th March,2016
22	Let make India Technology Savvy and Innovative	Maharishi Dayanand College of Education Abohar	22nd March,2016

2. **National & International Seminar** **(Paper Published)**

Sr.No	Topic	Published by	ISBN No.
1	Synergetic Relationship Between Information Technology and Creation of Knowledge Society	D.A.V.College of Education,Abohar	978-81-923591-0-6
2	Yoga: Complete Psychological well being	Maharishi Dayanand College of Education Abohar	978-93-5212-217-2
3	Human Rights of Children	Maharishi Dayanand College of Education Abohar	978-93-5212-282-1
4	Human Rights of Women	D.A.V.College of Education,Fazilka	978-93-5212-513-5
5	Problem of Research Quality in India: An Analysis and Suggestion for Sensitization	International Journal of Multidisciplinary Research and Development (**Online**)	E-ISSN-2349-4182 P-ISSN-2349-5979
6	Problem of Empty Nest Syndrome: An Analysis and Suggestions to Bridle it	Advanced Research of Psychology and Psycho-theratory (**Online**)	
7	Infringement of Women Rights	D.A.V.College,Abohar	978-93-83338-53-5
8	Dismal Educational Scenario in Malwa Region: An Analysis and Suggestion for Amelioration	D.A.V.College,Abohar	978-93-5113-727-6
9	Parental Alcoholism ; Impingement on Children	D.A.V.College of Education,Fazilka	978-93-83338-62-7
10	Swami Dayanand Saraswati: A Stellar Meliorist	D.A.V.College of Education,Abohar	978-93-85447-51-8
11	Education for Sustainable,Green and Clean India	Maharishi Dayanand College of Education Abohar	978-93-85447-51-0

3. **International Seminar** **(Paper Presentation)**

Sr.No	Titles	Venue	Date
1	Yoga:Complete Psycholoical well being	Maharishi Dayanand College of Education Abohar	21st -22nd Feb,16
2	Research in Higher Education Institutionals For Sustainable Development	Lala Jagat Narayan College,Jalalabad	21st Nov,15
3	Blended Learning : A new Trend in Education	Hans Raj Memorial College of Bajakhana	23rd -24th Feb,16
4	Education for Sustainable Green and Clean India	Maharishi Dayanand College of Education Abohar	25th -26th Feb,16
5	Gender Transmutation through Distance Education	Biyani Girls B.Ed College,Jaipur	1st & 2nd March,16

Mr.Vishal Deep

1. List of National Seminar (Paper Presentation)

Sr.No	Titles	Venue	Date
1	Genetically Modified Crops & Food Security	Maharishi Dayanand College Of Education Abohar	12th Oct,2013
2	Eradicating Drugs	Maharishi Dayanand College Of Education Abohar	27th,Nov,13
3	Nutritional Deficiencies Among Children	Maharishi Dayanand College Of Education Abohar	21st Feb,14
4	Stress Management	Hans Raj College Of Education,Bajakhana	7th March,14
5	Crime Against Women	C.G.M.College,Mohlan	29th Nov,14
6	Use Of B.B.For Effective Teaching	J.B.T.T.Institute,Sadulsehar	5,6,7th Jan,14
7	Uniformity In Lesson Planning	D.A.V.College Of Education,Abohar	7th Feb,14
8	A Pioneer Of Social Justice & Designer Of Political	Gopichand Arya Mahila College,Abohar	24th Feb,15
9	Women Trafficking	D.A.V.College Of Education,Fazilka	26th Feb,15
10	Role Of Edu In Promoting Mental Health	D.A.V.College Of Education.Abohar	2nd March,15
11	Professional Ethics In Teacher Education	Jyoti B.Ed College,Fazilka	10th March,15
12	Gender Bias	Gopichand Arya Mahila College,Abohar	14th March,15
13	Human Rights-A Historical Perspective	D.A.V.College Of Education.Abohar	24th March,15
14	Role Of Media In Eradicating Of Drugs	D.A.V.College Of Education.Fazilka	16,17th April,15
15	Human Rights & Peace Education	Shree Satya Sai B.Ed College, Malout	25,26th April,15
16	Use Of ICT In Classroom	Murti Devi Memorial B.Ed College,Matili.	29,30th Aug,15
17	Role Of IQAC's For Substance Of Quality In Higher Education	Shree Satya Sai B.Ed College, Malout	30,31st Aug,15
18	Violence Against Women	D.A.V.College Of Education,Abohar	23rd Nov,15
19	Cultural Degradation	Sant Baba Bhag Singh Memorial College	18th Jan,16
20	Use Of ICT In Classroom	Jyoti B.Ed College,Fazilka	19th Jan,16
21	New Trends In Examination & Evaluation	D.A.V.College Of Education,Fazilka	23rd Jan,16
22	Effect Of Globalization On Punjabi Language	Bhag Singh Khalsa College For Women,Abohar.	27th Jan,16
23	Swami Dayanand's Arya Samaj	D.A.V.College Of Education,Abohar	13th Feb,16
24	Child Labour	Maharishi Dayanand College Of Education Abohar	8th March,16

	25	Drug Addiction In Malwa Region	D.A.V.College Of Education,Abohar	20th Jan,16
	26	Execution Of Psychology Test In T & L	Kenway College Of Education,Abohar	17th March,16
	27	Conversion Of Solid Wastage Into Energy	Maharishi Dayanand College Of Education Abohar	22nd March,16

2. **National & International Seminar (Paper Published)**

Sr.No	Topic	Published by	ISBN No.
1	Yoga Education	Maharishi Dayanand College of Education Abohar	978-93-5212-217-2
2	Technology,Modernisation & Transitional Society	A.S.College of Education,Khanna	978-81-89643-48-9
3	Human Rights of women	Maharishi Dayanand College of Education Abohar	978-93-5212-513-5
4	Value of Research & Seminar in T.E	Rayat Bahra College of Education,Hoshiarpur	978-93-84935-28-3
5	Human Rights of Children	Maharishi Dayanand College of Education Abohar	978-93-5212-1

3. **International Seminar (Paper Presentation)**

Sr.No	Titles	Venue	Date
1	Quality Assurance and Accrediation in H.E	Lala Jagat Narayan College,Jalalabad	21st Nov,15
2	T.Aids for Efficient Classroom Teaching	Hans Raj College of Education,Bajakhana	23-24th Feb,16
3	Yoga for Stress free life	Maharishi Dayanand College of Education Abohar	25-26th Feb,16

4. **List of Research Papers Published**

Sr.No	Titles	Published by	ISSN No.
1	Community Based programes	Lala Manohar Lal Memorial College (Adyapak Sarthi)	2321-8150

Mr.Hanuman
1. **List of National Seminar (Paper Presentation)**

Sr. No	Titles	Venue	Date
1	Character Building and Philosophy of Maharishi Dayanand In Present Time	Maharishi Dayanand College of Education Abohar	12th ,Nov,11
2	Motivation and Learning	C.R.College of Education,Hisar	31st March,12
3	Moral Duties of Teachers and Students	Hans Raj College of Education,Bajakhana	27th,Nov,13
4	Genetically Modified Crops & Food Security	Maharishi Dayanand College of Education Abohar	12th Oct,13
5	Education and Employment Issues	Maharishi Dayanand College of Education Abohar	21st Feb,14
6	Life Sketch of Maharishi Dayanand	D.A.V.College of Education,Abohar	13th Feb,16
7	Mental Health & Yoga	Maharishi Dayanand College of Education Abohar	25 & 26th March,16
8	International Convenants regarding Human Rights	Maharishi Dayanand College of Education Abohar	8th March,16

| 9 | India and Technology Requirements | Maharishi Dayanand College of Education Abohar | 22nd March,16 |

2. **National & International Seminar** (Paper Published)

Sr.No	Topic	Published by	ISBN No.
1	Yoga Education & Moral Values	Maharishi Dayanand College of Education Abohar	978-93-5212-217-2
2	Life Sketch of Maharishi Dayanand	D.A.V.College of Education,Abohar	978-93-85447-51-8
3	Mental Health & Yoga	Maharishi Dayanand College of Education Abohar	978-93-85447-56-3

3. **International Seminar** (Paper Presentation)

Sr.No	Titles	Venue	Date
1	Yoga Education & Moral Values	Maharishi Dayanand College of Education Abohar	20-21 Feb,15
2	Mental Health & Yoga	Maharishi Dayanand College of Education Abohar	25-26 Feb,16

Ms.Neetu Upveja

1. **List of National Seminar** (Paper Presentation)

Sr.No	Titles	Venue	Date
1	Human Resource Development	Maharishi Dayanand College of Education,Abohar	27th Nov.,09
2	Integrating ICT in Teacher Education Curriculum	Maharishi Dayanand College of Education,Abohar	27th Nov.,2010
3	Curriculum as Propounded by Dayanand	Maharishi Dayanand College of Education,Abohar	12th Nov.,2011
4	साहित्य में दलित चेतना	Gopichand Arya Mahila College,Abohar	6th Feb.,2012
5	Use of ICT in Class-Room	Jyoti B.Ed College,Fazilka	19th Jan.,2016
6	Innovations in Teacher Education	D.A.V.College of Education,Fazilka	23th Jan.,2016
7	विश्वकीरण का पंजाबी साहित्य का प्रभाव	Bhag Singh Khalsa College for Women,Abohar	27th Jan.,2016
8	Philosophical Thoughts of Swami Dayanand	D.A.V.College of Education,Abohar	13th Feb,16
9	Learning Strategies SQ3R	Guru Ram Dass B.Ed College,Jalalabad	20th Feb,16
10	E-Learning & Efficient Teaching	Hans Raj Memorial College of Education,Bajakhana	24th Feb,16
11	Yoga For Mental Health	Maharishi Dayanand College of Education,Abohar	25th Feb,16
12	Importance of Research	Kenway College of Education,Abohar	17 March,16
13	Bonded Labour Issues and Bonded labour System Act 1976	Maharishi Dayanand College of Education,Abohar	8th March,16
14	Use of ICT in Teaching & Learning	Maharishi Dayanand College of Education,Abohar	22ndMarch,16
15	ਪੰਜਾਬੀ ਦੀ ਸਿੱਖਿਆ ਦੀਆਂ ਵਰਤਮਾਨ ਸਮੱਸਿਆਵਾਂ	Dev Samaj College of Education,Ferozepur.	5th,April 16

2. National & International Seminar (Paper Published)

Sr.No	Topic	Published by	ISBN No.
1	Philosophical Thoughts of Swami Dayanand	D.A.V.College of Education,Abohar	978-93-5212-1
2	Yoga for Mental Health	Maharishi Dayanand College of Education,Abohar	978-93-85447-56-3

3. International Seminar (Paper Presentation)

Sr.No	Titles	Venue	Date
1	Yoga for Mental Health	Maharishi Dayanand College of Education,Abohar	25th feb.,16
2	E-Learning & Efficient Teaching	Hans Raj Memorial College of Education,Bajakhana	23 & 24,Feb.,16

Mrs.Harmeet Kaur

1. List of National Seminar (Paper Presentation)

Sr. No	Titles	Venue	Date
1	Teacher Education System Ground Reality	Maharishi Dayanand College of Education,Abohar	9th March,2009
2	Education for equality & Social Justice	Maharishi Dayanand College of Education,Abohar	27th Nov.,2009
3	New Dimensions in Education for Teacher Educators	Baba Farid College of Education,Bathinda	19th Oct.,2010
4	Use of ICT in the Class-Room	Jyoti B.Ed College,Rampura (Fazilka)	19th Jan.,2016
5	National Commission for Women	Maharishi Dayanand College of Education,Abohar	8th March,2016
6	Use of ICT in Teaching & Learning	Maharishi Dayanand College of Education,Abohar	22th March,2016
7	Status of Teacher Education in India	D.A.V.College of Education,Fazilka.	23th Jan.,2016
8	Arya Samaj Movement & Its Contribution	D.A.V.College of Education,Abohar.	13th Feb.,2016
9	ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਦੇ ਸਿਧਾਂਤ	Dev Samaj College of Education for Women,Ferozepur	5th March,2016

2. National & International Seminar (Paper Published)

Sr.No	Topic	Published by	ISBN No.
1	Status of Teacher Education in India	D.A.V.College of Education, Abohar	978-93-85447-51-8
2	Make India Beautiful and Green	Maharishi Dayanand College of Education,Abohar	978-93-85447-57-0

3. International Seminar (Paper Presentation)

Sr.No	Titles	Venue	Date
1	Role of Yoga in Modern Education	Maharishi Dayanand College of Education,Abohar	20th & 21st Feb.,2015
2	M-Learning & Effective Teaching	Hans Raj Memorial College of Education	23rd feb.,2016

Mr.Sunil Kumar
1. List of National Seminar (Paper Presentation)

Sr. No	Titles	Venue	Date
1	Genetically Modified Crops & Food Security	Maharishi Dayanand College of Education,Abohar	12th Oct.,2013
2	Evils to be Eradicated by Teacher	Maharishi Dayanand College of Education,Abohar	27th Nov.,2013
3	Protection of human Rights Act,1993	Maharishi Dayanand College of Education,Abohar	21st Feb.,2014
4	Human Rights of Children free SC Compulsory Education Act 2009	Maharishi Dayanand College of Education,Abohar	28th Feb.,2015
5	Use of ICT in Class-Room	Murti Devi Mamorial B.Ed College,Sadulshahar	29th & 30th Feb.,2015
6	Protection of human Rights Act-National Commission For SC	Maharishi Dayanand College of Education,Abohar	8th March,2016
7	Innovation in Science And Technology	Maharishi Dayanand College of Education,Abohar	22th March,2016

2. International Seminar   (Paper Published)

Sr. No	Topic	Published by	ISBN No.
1	Stress Free Education	Maharishi Dayanand College of Education,Abohar	978-93-85447-56-3

3. International Seminar (Paper Presentation)

Sr.No	Titles	Venue	Date
1	Yoga Education for Enhancing Quality in Teacher Education	Maharishi Dayanand College of Education,Abohar	20th & 21st Feb.,2015

Mrs.Kiran Bala
1. List of National Seminar (Paper Presentation)

Sr.No	Titles	Venue	Date
1	Role of Information Technology in Teaching Learning Process	D.A.V.College of Edcation,Fazilka	5th April,2007
2	Education for National Development	Maharishi Dayanand College of Education Abohar	27th Nov.,2009
3	Quality Perspectives in Curriculum Development for Teacher Education in India	Maharishi Dayanand College of Education Abohar	26th & 27th Nov,2010
4	Constitutional Seminar	Maharishi Dayanand College of Education Abohar	8th March,16

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2. List of International Seminar (Paper Presentation)

Sr.No	Titles	Venue	Date
1	Smoking-A Danger to Health and Environment	Maharishi Dayanand College of Education Abohar	25th & 26th Feb,16

Conferences/ Seminars/Workshops Organized by
Faculty Members in Last 5 Years

Sr.No	Topic	Date	Sponsored By
1	Quality Perspectives in Curriculum Development for Teacher Education	26th & 27th Nov-10	National Assessment and Accreditation Council.
2	Gender Equity Ratio	13-Dec-10	Punjab State Council for Science & Technology, Chandigarh
3	Relevance of Education Philosophy of Maharishi Dayanand in present Time	12-Nov-11	In Collaboration with Arya Samaj Abohar and Arya Samaj Fazilka
4	Cleaner Energy options and Nuclear Energy	26-Feb-12	Punjab State Council for Science & Technology
5	Education for Eradicating the Menace of Drugs in North India	17th & 18th –Mar-12	ICSSR North western regional centre Chandigarh
6	Genetically Modified Crops and Food Security	12 oct,2013	Punjab State Council for Science & Technology
7	Teacher Education for Human Values	27th November 2013	College Development council, Punjab University, Chandigarh.
8	Human Rights of Women	21st February 2014	National Human Rights Commission, New Delhi
9	Yoga Education for Enhancing quality of teacher education	20th & 21st Feb. 2015	Indian Council for Social Science Research
10	Human Rights of Children	28th February 2015	National Human Rights Commission, New Delhi
11	Education for Healthy India & Clean India	25th & 26th February 2016	Indian Council for Social Science Research
12	Human Rights	8th March,2016	National Human Rights Commission, New Delhi
13	Make in India-Science and Technology Innovation	22rd March,2016	Punjab State Council for Science & Technology,Chandigarh

3.2 Research and Publication Output

3.2.1 Give details of instructional and other material developed including teaching-aids and/or used by the institution for enhancing the quality of teaching during the last three years?

Following number of teaching-aids have been developed by the college

A. Books = 2 $\left\{\begin{array}{l}\text{Teaching of S.Studies for B.Ed students by Ms. Poonam Midha}\\ \text{Teaching of Hindi for E.T.T. Students by Dr. Anurag Asija}\\ \text{\& Ms. Poonam Midha}\end{array}\right\}$

B. Edu-Research Journal = **8 Volumes**
C. Thermo coal Charts = **45**
D. Charts = **155**
E. Models = **27**
F. Transparencies = **35**
G. CDs = **100**

3.2.2 Give details on facilities available with the institution for developing instructional materials?

a) A library with more than **7324** Books, encyclopedia **27**, surveys, volumes of Educational Journals **25**, volumes of **8** newspapers.
b) A computer laboratory with **17** computers and Internet facility (**Total-20**).
c) A psychology lab. With **42** psychological tests and apparatus.
d) Education Technology lab. and language lab for conducting experimental research in Education.
e) College authorizes its faculty members to purchase needed books, journals and tests/tools needed for developing instructional material or for research purpose.
f) Secretarial Assistances in the form of typing.
g) One Video camera and one camera for recording the lessons and photography.
h) Transparencies.
i) Requisite permission, duty leave, T.A/D.A. and delegate fee for attending workshops and seminars in other institutions for developing knowledge and instructional materials.

3.2.3 Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

The students and faculty of the college have developed PPT (PowerPoint) and CDs for various lessons in different subjects and downloaded E-journals for the library.

3.2.4 Give details on various training programs and/or workshops on material development (Both instructional and other materials)

a) **Organized by the Institution**:-Institute organized teaching-aids exhibitions cum training programmes for students to make them proficient in making teaching learning materials.

b) **Attended by the staff**
   i. Orientation Programme/Course was attended by Ms.Poonam Midha from 15-06-2015 to 11-07-2015 at Panjabi University, Patiala.
   ii. Orientation Programme/Course was attended by Mr.Vishal Gupta from 15-06-2015 to 11-07-2015 at Panjabi University, Patiala.

c) **Training provided to staff**

An orientation programme is arranged for the lecturers in the beginning of the Session by the principal and senior lecturers. Second orientation programme is arranged for the teaching practice.Staff is also provided training in Computer.

3.2.5 List the Journals in which the faculty members have published papers in last five years.

1. Journal of Advanced Research in Psychology & Psychotherapy (Online).
2. International journal of Multi-disciplinary Research & Development (Online).
3. Edu.Research
4. Research Tandem
5. Adhiyapak Sarathi

3.2.6 Give details of the awards, honors and patents received by the faculty member in last five years?

1. **Dr.R.P. Asija**
   1. Honoured by Lions Club,Abohar.
   2. Honoured as best Educationist Award by Indian Solidarity Council.
   3. Honoured by Servants of people Society, Supported by Ministry of Culture Govt of India.
   4. Honoured by JBT teacher Training Institute Sadulshahr (Raj.).
   5. Honoured by D.A.V.College of Education,Fazilka.
   6. Honoured by Shree Satya Sai B.Ed College,Karaiwala.
   7. Honoured by Lala Jagat Narayan Education College,Jalalabad (W).
   8. Honoured by Dashmash Girls College of Eduation,Badal.
   9. Honoured by hans Raj Memorial College of education,Bajakhana.
   10. Honoured by Jyoti B.Ed.College,Fazilka.
   11. Honoured by Shree Bala ji Charitable Foundation,Abohar.
   12. Honoured by SDM Abohar on Republic Day.
   13. Honoured by Guru Gobind Singh College of Eduaction,Giddrabaha.
2. **Dr.Anurag Asija**
   1. Honoured by Punjab Govt. on Republic day for his service to society
   2. Honoured for "Swatch Bharat Abhiyan" by Sony Sab TV
   3. Honoured by Rotary Club,Lions Club,Punjabi Sabhayachar Manch

3. **Ms.Poonam Midha**
    1. Honoured by Lions club for excellent service in field of Education.
    2. Honoured by Guru Gobind Singh College,Giddarbaha in Alumni Meeting as a Chief Guest.
4. **Mr.Suresh Makkar**
    1) Honored by DAV College of Education,Abohar for delivering lecture on 'Awareness of Voters.'
    2) Honoured by Meera Nursing Institute,Abohar for delivering lecture on 'Importance of English in present Era.'
5. **Mr.Vishal Deep Gupta**
    1. Honoured by Meera Nursing Institute,Abohar for delivering lecture on 'Communication Skill.'

3.2.7 Give details of the Minor/Major research projects completed by staff members of the institution in last five years ?

Though no research project was pursued and completed by the staff members. Yet contribution of the staff members to the field of research in Education is worthy to mention as below:-

1) **Dr. Anurag Asija**
   Completed Ph.D (Education) from Panjab University, Chandigarh.
2) **Ms.Poonam Midha**
   Enrolled for Ph.D (Education) from Panjab University, Chandigarh (Also Completed Course Work,Pre RDC & RDC).
3) **Mr.Vishal Deep Gupta**
   Enrolled for Ph.D(Education) from Tantia University,Ganganagar (Also Completed Course Work, Pre RDC & RDC).
4) **Mr.Sunil Kumar**
   Completed M.Phil (Hindi) from Maharishi Ganga Singh University, Bikaner.

Apart from this, College faculty members wrote research papers, articles for various seminars and got it published in proceedings of the seminars of different colleges and in online journals.

3.3 Consultancy

3.3.1 Did the institution provide consultancy services in last five years ? If yes, give details?

The institution didn't provide consultancy services as such but provide guidance time to time to B.Ed and D.El.Ed. students for further studies and to students of Practicing school where B.Ed and D.El.Ed. students go for teaching practice. This guidance is non-monetary by nature. The college principal, staff of the college also guided M.Phil and Ph.D aspirants from time to time.

3.3.2

Are faculty/Staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and steps initiated by the institution to publicise the available expertise.

The faculty of the college is competent enough to provide consultancy services. They are proficient to provide guidance in Education and in their Post graduation subjects to various students of D.El.Ed.,B.Ed,M.Ed,M.A.(Education),M.Phil and Ph.D (Education).

3.3.3 How much revenue has been generated through consultancy in last five years? How is the revenue generated, shared among the concerned staff member and institution?

No revenue has been generated through consultancy in last five years as no consultancy service is provided by institution in term of monetary value.

3.3.4 How does the institution use the revenue generated through consultancy?

Consultancy was non-monetary by nature.

3.4 Extension Activities

3.4.1 How has the local community benefited from the institution? (Contribution of the institution through various extension activities outreach programmes , partnering with NGO's and GO's.)

I.   The institution produces **200** students every year as teacher to serve the community.
II.   The college arranged N.S.S camp for 10 days every December / January to sensitize people for sanitation, to awaken masses against social evils prevailing in the society.
III. The college arranged blood donation camp in collaboration with Rotary Club in which **12** units of blood were collected. This blood to be used by needy persons of the society.
IV.   The college students organized cultural programmes in the teaching practicing school against social evils prevalent in the society.

V.   The college arranged sanitation camps in the city in collaboration with 'Pehal-Ek-Koshish' (NGO) to educate and sensitize masses for sanitation.

3.4.2 How has the institution benefited from community ? (Community participation in institutional development, institution-community networking, institution-school networking etc.)

i.   The college got donation of nearly **Rs 30,000** from community.
ii.   The college received **200** saplings from the **Ministry of Forest, Govt.Of India,**free of cost for the beautification of the college and purification of the environment.
iii. Community make available around 15 schools for the teaching practice of B.Ed and D.El.Ed. teacher trainees.
iv.   Various esteemed subject experts, social activists, academicians, professionals like Swami Sukhram,Sardar Gurucharan Singh Gill (Punjabi Sabhyachar),Retd.SDM Sh.B.L.Sikka, Retd.Col.Sr.Dilbagh Singh, Prof.B.L.Rinwa, Prof.B.S.Chaudhary (President Social Welfare Society-Regd.),Dr.I.S.Sandhu (Senator, Panjab University,Chandigarh) visited institution & gave their valuable lectures. Thus, college get benefited from the community.
v.   Punjabi Sabhaychar Manch celebrated the birth anniversaries of late. Lala Lajpat Rai, Mahatama Gandhi and Late Prime Minister Sh.Lal Bahudhar Shastri in the college premises.
vi.   The placement cell of the college got around 30 students appointed in nearby schools. Different private schools approach college almost every year for their requirement for teachers and college helps concerned schools and students of college by arranging meeting,hence helps in placement.
      The college also helps students by providing guidance for PSTET,CTET examination from time to time. Due to efforts of esteemed faculty 16 students of D.El.Ed. got cleared their PSTET 2015 examination.
      The placement cell of college also helps students by notifying various vacancies in different schools in the city and adjacent areas. Employment news paper also make available by the college in the library and placement cell for employment opportunities in various institutions.

3.4.3 What are the future plans and major activities the institution would like to take up for providing community orientation to students.

1. To organize 7 day NSS camp in rural and urban areas to sensitise people for sanitation.
2. Arrange blood donation camp.
3. Celebrate days of National & International importance in collaboration with various social organizations.
4. Motivate students & community's members to donate Eyes.
5. To visit '**Andh Vidhyala**' in order to sensitize students towards blinds, Deaf & Dumb children.

6. To encourage B.Ed students to widespread Right To Education Act in their respective villages in order to educate parents and children of their areas.

3.4.4 In there any project completed by the institution relating to the community development in the last five years? If yes, give details.

It has been explained in **3.4.1**

3.4.5 How does the institution develop social and citizenship values and skills among its students?

The college inculcate various social and citizenship values and skills among students by organizing co-curricular activities, celebrating various festivals and days of National importance, arranging extension lecturers by eminent social activists, arranging excursions, educational tours and travels, organized functions in the college premises and teaching practice in schools, arranging blood donation camps.

3.5 Collaborations

3.5.1 Name the National Level organizations,if any,with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

The college established linkages with the National Level organizations like :-

- **National Council for Teacher Education (NCTE).**
- **Indian Council of Social Science Research (ICSSR)**
- **All India conferences of Principals**
- **All India Association of Educational Research (University News)**
- **National Human Rights Commission (NHRC).**

The college got benefits of linkages with these organizations. The College organized various National & International Seminars having collaboration with these organizations of National stature.

All India Association of Educational Research keeps us updated on National and International Seminar in various institutions through University news Bulletin.

3.5.2 Name the international organizations with which institution has established any linkage in the last five years. Detail the benefits reulted out of such linkages.

1) Mr.Rodrigo (Spain),Director of the International Institute spirit,Traditional and Science.
2) Sh.Subodh Simkhanda (Nepal),Programme Director and Yoga Mater in Himalayah International Yoga Academy and Research centre Institution,Kathmandu,Nepal.

The college has organized two International Seminars in Feb 2015 and Feb 2016 on **Yoga Education For Enhancing Quality Of Teacher Education** and '**Education for Healthy India Clean India** 'respectively by invited Resource Persons from Abroad. These resource persons were eminent yoga instructors in different organizations in their respective countries as enumerated above.

3.5.3 How did the linkages If any contributes to following ?

a) **Curriculum Development**:-From Academic year 2015 the subject of yoga education has been introduced into B.Ed course for well-being of the students by the University. Linkage with these International organizations helps to encourage students to take up subject of yoga education seriously in their curriculum.

b) **Teaching**:-Teachers also learnt a lot of things from seminars organized due to linkages with these International organizations. Thus, helps in teaching by gaining concentration,practical exposure needed in teaching of Yoga.

c) **Training**: - In practical sessions on yoga of the seminars, experts from foreign exhibited some yoga Asanas to train the audience. Thus, due to linkage with these International organizations, training of audience done on yoga matters in effective way.

d) **Practice Teaching**:-Teachers got more exposure due to linkage with these organizations in the shape of seminars which gave them more material for practical teaching.

e) **Research**:-Linkage with these International organizations helps the researchers' to do researches on yoga and health related topics. Thus, linkages helps in research too.

f) **Consultancy** ---------- ×

g) **Extension** ---------- ×

h) **Publication**:-Due to linkage with these International organizations, two International seminars were possible in academic year 2015 & 2016. Books with ISBN were also published on the different papers presented by the delegates in these two seminars which helped a lot to the readers of the books.

i) **Student Placement:-** Linkages with schools help in placement of the college students and their training during teaching practice.

3.5.4 What are the linkages of the institution with the school sector?

(Institute-School-Community-Networking)

The college has linkages with following Schools, all of them are affiliated to Punjab School Education Board, Mohali.

1) Government High School,Abohar.
2) Govt. Model Sen.Sec. School (Boys),Abohar.
3) Govt.Sen.Sec.School (Girls),Abohar.
4) Asian Public High School,Abohar.
5) Amrit Model Sr.Sec.School,Abohar.
6) Alpine Institute,Abohar.
7) B.D.Adarsh Sr.Sec.School,Abohar.
8) Govt.Sr.Sec. School,Ramsara.

Besides this the college had teaching practice linkage with:

a) Navyug Senior Secondary School, Abohar.
b) Modern Public School, Abohar.
c) Asian Public Sen.Secondary, Abohar.
d) New Light Sen.Sec.School, Abohar.

Apart from teaching practices in these schools, college's teacher trainees organize cultural functions in Morning Assembly College also fulfils the teacher requirements of various schools by providing them qualified teacher trainees.

The college faculty members go as subject experts in skill in teaching competitions, go for university evaluation duty and judges in various Inter college competitions.

3.5.5 Are the faculties actively engaged in schools with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Yes, the faculty members of the college actively participate in teaching practice. Faculty members go along with the students to various schools depending on the number of students in one school and observe and evaluate them while they deliver their lessons in classes. They also guide teacher trainees time to time If need arise to rectify their way of teaching. In final discussion lessons too, college faculty accompany external examiners.

3.5.6 How does the faculty collaborate with school and other college or University faculty?

The college faculties collaborate with school teachers during teaching practice.

School students are invited for the final discussion lessons in the college along with school teachers.

School teachers are also invited by faculty members as subject expert during various academic and non-academic activities.

The college faculty visits other institutions to attend seminars and invites them too for seminars in own college time to time. College faculty go for extension lectures in other institutions and invite personalities from other colleges for the lectures.

The college faculty collaborates with University faculty when the they go for seminars, evaluation, orientation and refresher courses of different universities.

3.6 Best Practices in research, Consultancy and Extension.

3.6.1 What are the major measures adopted by the institution to enhance the quality of Research, consultancy and extension activities during the last five years ?

1. Internet/Wi-Fi facility to all faculty members.
2. Two PCs are provided to faculty members for their Work.
3. Information related to various International and National Seminars, workshops etc. in various institutions are provided to faculty members time to time.
4. Permission to attend orientation course and refresher course to faculty members on rotation basis.
5. Various International and National seminars were arranged in college premises.
6. College subscribed various research journals like University news.
7. The college provides duty leave, DA/TA and Delegation fee for attending seminars/conference/workshops to faculty members.

3.6.2 What are significant innovations/ good practices in Research, Consultancy and Extension activities of the institution?

The college has B.Ed and D.El.Ed. classes only and therefore college faculty is encouraged to do some work in area of research by attending various seminars in various Institutions, attending orientation & refresher courses of various Universities by publishing papers in various National and International seminars (Online too) and by enrolled themselves for M.Phil and Ph.D courses etc.

The college faculty is provided with various research journals time to time, extension lectures by various research experts. The faculty members provided with information of various seminars in different colleges.

Additional information to be produced by the institution opting for Re-accreditation/Re-assessment.

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to research consultancy and extension and how have they been acted upon ?

Internal Quality Assurance Cell (**IQAC**): - The IQAC of the institution is working in harmony under the dynamic leadership of the Principal. In Evaluative observation in first assessment report with reference to research consultancy and extension, a evaluative mechanism suggested by the peer team is taken care of. In this direction IQAC meeting held almost every month for analysis and assessment. The goals and objectives are taken care of. Teacher's performances in the area of research, consultancy and extension are also taken into consideration and progress report is sought from all faculty members.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Measures undertaken by the institutions for quality sustenance and enhancement are as follows:-
   a. IQAC meeting held once a month to see progress of the concerned teachers.
   b. Motivation to pursue Research activities like Ph.D/M.Phil etc.
   c. Organization of seminars for the sensitization of various educational Problems and problems pertaining to other areas.

CRITERION – IV

Infractructure

And

Learning Resources

Maharishi Dayanand College of Edcuation

P.O.Box No. 14, Near BSF, Hanumangarh Road,
Azimagarh, Abohar-152116 (Punjab)

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

Yes, the college has physical infrastructure as NCTE norms. The college has 5 Acres, 1 cannel and 4 Marlas (41 Kannels+ 4 marlas) of land, registered in the name of the college itself, that is, Maharishi Dayanand College of Education since 2004. It is situated in Punjab in a village in Azimgarh on the main road Hanumangarh road that is, in on interstate road leading to Hanumangarh,Rajasthan. The college has a total area of 2,24,324 sq.feet., out of which nearly 39,000 sq.feet area covered by permanent construction R.C.C. roofs. The college has a ramp for physically handicapped persons. The college has laboratory and rooms as detailed below:-

a) Methodology lab
b) Psychology Lab
c) Science Lab
d) Education Technology Lab.
e) Computer Lab
f) Workshop for preparing teaching aids
g) Art lab
h) Seminar Rooms
i) Language Lab.
j) Sports Room
k) 14 rooms for other classes and
l) Canteen
m) Common room for boys
n) Common room for girls
o) Multipurpose Hall
p) Play grounds
q) Library

r) Reading Room

s) Principal Office

t) Staff Room

The college is built up in O shape building which consists of green grassy laws which act as a resort for students during recess etc.. This has also a stage and functions are arranged when the gathering is more than 300, because the sitting capacity of multipurpose auditorium is 300. In the remaining areas the college has play grounds. A total of Rs. 1 Crore 50 lacs. have been invested for developing infrastructure.

2. **How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

The institution plans to meet the need for the infrastructure to keep pace with the academic growth by following steps:-

i. The college has 5 Acres, 1 Kanal and 4 Marlas, that is sufficient land for future growth.

ii. Every year books are added to the existing stock & library.

iii. The college has installed close circuit cameras in every class-room, examination Hall, Library so that work culture and self discipline is increased.

iv. There are suggestion boxes-one in the library for suggestion books and journals etc. and the other for overall suggestions. Any infrastructure needed by students, if not available in the college is purchased.

v. The college has wheel chair for handicapped students.

vi. The college has been constructing rooms on the first floor for any other course.

vii. The college plans to make the basket ball ground with cement and concrete flooring.

viii. The college has separate common rooms for boys and girls.

ix. A provision is made in the budget of the college every year for purchasing infrastructure and for new construction.

3. **List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.**

List of Equipment of Science Resource Centre

Physics

Sr.No	Equipment	Total
1	Resonance App	1
2	Sonometer	1
3	Capillary App	1
4	Hooks Law Of App	1
5	Newton Law of Cooling	1
6	Potentiometer	1
7	Post Office Box	1
8	Step Down Transformer	1
9	P.N Junction	1
10	Zener Diode App	1
11	Galvanometer	2
12	Resistance Box	1
13	Rheostat	1
14	Ringing Bell	2
15	Ohm Law App	1
16	Young Module App	1
17	Prism	6
18	Meter	1
19	Multimeter	1

20	Thermometers	10
21	Room Temperature	1
22	Tuning Fork Set	1
23	Daniel Cell	1
24	Bar Magnet	2
25	U Shape Magnet	2
26	Convex Lens	2
27	Concave Lens	2
28	Mirror Strip with Stand	2
29	Volta Cell	1
30	Model of Dynamo	1
31	Model of Wind Mill	1
32	Optical Bench Wooden	1
33	Canon Light Screen	2
34	Spring balance	1
35	Physical Balance	1
36	Weight Box	1
37	Voltmeter	1
38	Resistance	1
39	Rheostat	1
40	One Way Key	1
41	Lens Set of Size	1

42	Mirror	2
43	Plane Mirror	5
44	Glass Slab	2
45	Gas Cellic Cell	1
46	Compass	1
47	Vernier Calliper	1
48	Model	5 pc.
49	Human Physiology	1 pc.
50	Human Botony	1 set
51	Zoologe	1 set
52	Geographical	1 set
53	Physics	1 set
54	Model of Solar System	1 pc
55	Model of Day & Night	1 pc
56	Wind Mill	1 pc
57	Ammeter	2 pc
58	Galvanometer	2 pc
59	Voltmeter	2 pc
60	Traffic Light Model	1 pc

61	Rehostat 12"	2 pc
62	Resistance 5000 Ohms	1 pc
63	P.N. Junclive	1 pc
64	Zener Diode	1 pc

List of Equipment of Science Resource Centre

Chemistry

Sr.No	Equipment	Total
1	Sulphuric acid	500ml
2	Hydrochloric acid	500ml
3	Nitric acid	500ml
4	Iodine solution	500ml
5	Litmus blue	125ml
6	Litmus red	125ml
7	Periodic table chart	1
8	Reagent bottle	11
9	Iron filing	25g
10	Copper tuning	1
11	Sodium metal	1
12	Glass slab	6
13	Test tube stand	3
14	Pestle mortar	1
15	Burette set complete	6
16	Wire gauze	12

17	Tripod stand	6
18	Trough plastic	3
19	Laclanche cell	1
20	Measuring cylinder	6
21	Test Tube	12
22	Beaker 100 ML	4
23	Beaker 500 ML	4
24	Platinum Wire	4
25	Conical Plastic flax	2
26	Round Bottle Plastic 250 ML	2
27	Watch Glass	1
28	Glass Rod	6
29	Spirit Lamp	4
30	Thistle Funnel	4
31	Burette 50 ML	2
32	Spatula	2
33	Gas Jar	4
34	Pippet	2
35	Petri Dish	4
36	Alcohol	500 ML
37	Delivery Tube	4
38	Dropper	4
39	Cork Rubber	4
40	Test Tube Holder	6
41	Methyl Orange	125 Ml
42	Phenolphthalein	125 Ml

43	Megnesum M. Ribbon	1 coil
44	Phosforic Acid	500 ml
45	Sodium Hydroxide	500 g
46	Potasium Hdroxide	500 g
47	Soduium Chloride	500 g
48	Potasium Chloride	500 g
49	Aluminium Chloride	500 g
50	Ferric Chloride	500 g
51	Barium Chloride	500 g
52	Sodium Chloride	500 g
53	Sodium Bicarbonate	500g
54	Copper Sulphate	500 g
55	Ferrous Sulphide	500 g
56	Lead Nitrate	500 g
57	Ammonium chloride	500 mg
58	Ph. Paper	1 Packet
59	Ph. Solution	1 packet
60	Almunium Strip	1 pc
61	Test Tube Brush	6 pc
62	Boiling Tube	12 pc
63	Beaker	2pc
64	Beaker	12 pc
65	Beaker	2 pc
66	Reagent Bottel	12 pc
67	China Dish	6 pc

68	Glass Tube	10pc
69	Gas Jar	2pc
70	Dissection Chlorine	1pc
71	Needle	12 Pc
72	Brush	6 Pc
73	Slider	1Packet
74	Cover Slip	1Packet
75	Hard Lens	2Pc
76	Forceps	2pc
77	Scissor	2pc
78	Saffron	100 ml
79	Glycerin	500ml

List of Equipment of Science Resource Centre

Biology

Sr. No	Equipment	Total
1	Specimen Jar	10
2	Chart Human Physiology	5
3	Compound Microscope	1
4	Model of Bee	1
5	Model of Eye	2
6	Model of Excretion	1
7	Model of Digestive System	1

8	Model of Respiratory System	1
9	Model of Circulatory System	1
10	Model of Nervous System	1
11	Model of Amoeba	1
12	Model of Paramecium	1
13	Magnifier	2
14	Human Skeleton	2
15	Show Case Root Stem Leaves	1
16	Model of Heart	1
17	Projection Microscope	1
18	Portrait of Scientist	3
19	Model of Ear	1
20	Model of Brain	1
21	Model Part of Flower	1
		08.03.2012

General Science

Sr. No	*Equipment*	*Total*
1	Chart Science 50 X 75	8
2	Chart Science 55X90	12
3	Model of Solar System	1
4	Model of Four Seasons	1
5	Stop Clock	1
6	Solar Cooker	1

7	VS – 468 Video scope	1
8	Chart of Science	3
9	Micro Oven	1
10	Poly Art Chart	3
11	Poly Art Chart	1
12	Chart	1

I.C.T. Resource Centre

Sr. No	Equipment	Total
1	O.H.P	2
2	Slide projector	1
3	Philips 2 in 1	1
4	Sony Still Digital Camera	1
5	Sony memory card	1
6	e.p.b.x (mascope m)	1
7	Telephone set	6
8	Screen on sand folding on stand	1
9	1 GB Memory Card for Camera	1
10	Sony LCD Projector	1
11	Sony Handy Cam	1
12	T.V	01
13	Cassettes Audio	24
14	CD	17
15	DVD Player	01

16	OHP	3
17	Hargoe's deck amplifier 60 watts	1
18	Hargoe's unit	1
19	Ahuja mic	1
20	Horn	1
21	Stand	1
22	Mic. Cordless	1
23	P.A sound speakers	2

Computer Lab

1	Monitor	35
2	Processor P4 Duel Core	35
3	UPS	08
4	Printer	02 (Laser)
5	Internet (Airtel & BSNL)	02 (Connection)
6	Networking Switch Hub	03
7	Pen Drive (8GB)	02
8	Cabinet	15
9	Key Board & Mouse	35 each
10	CD ROM/DVD RW	20
11	HDD 80 GB	6

12	HDD 160 GB	6
13	Speakers 2600 W	1
14	Laptop	1

15	INTEL DUAL CORE 2.5	6 PC
16	1 P4 Mother Board	1
17	UPS	7 PC
18	DVD WRITER	1 PC
19	ETHERNET SWITCH(8 PORTS)	1
20	MD 945, CPU 1.6 P4, RAM 1 GB, DDR-2,HHD 500GB SATA WD, LCD 15.6" ACER, KEY BOARD LOGITECK	5C
21	PRINTER CANNON 2900	1
22	NETWORKING Wire	56 M
23	THIN CLIENTS	9 PC
24	M.M. KIT	9
25	Network Switch 8 Ports	2

List of equipment of Health and Physical Resource Centre

(Games and Sports)

Sr. No	*Equipment*	*Total*
1	Volley ball	8
2	Cricket bat	6
3	Foot ball	2
4	Badminton net	1

5	Volley ball net	2
6	Discus Throw	2
7	Badminton racket	11
8	Box shuttle	1
9	Wicket keeping glows	2
10	Batting pad	2
11	Wicket keeping pad	1
12	Basket ball pole with complete set	2
13	Table tennis table	1
14	Volley ball pole	1
15	Badminton pole	2
16	Carom board set	2
17	Chess wooden complete	2
18	Table tennis bat	4
19	Table tennis Claws	1 set
20	Table tennis net	1
21	Basket ball	1
22	Volley ball shooting	1
23	Shuttles	6
24	Table tennis bat	2 pcs.
25	Skipping ropes	6
26	Stop watch	1
27	Whistle	2
28	Table tennis ball	1 box
29	Victory Stand	1
30	Pipe Frame	2 Pcs.

31	T.T. Bat (G.K.)	1
32	T.T. Ball Stag	2 box
33	T.T. Bat	3
34	Javelin	4
35	Discus 1 kg	1
36	Discus 2 kg	2
37	Stopwatch	1
38	Volley Ball	2
39	Shuttle	2 Box
40	Football	4 Pcs.
41	Basket Ball	2 Pcs.
42	Hand Ball	2 Pcs.
43	Chess	2 Pcs
44	T.T. Ball	6 pcs
45	Dumble 8 kg	2 pcs
46	Carrom Board	1
47	Tennis Table	1
48	Cricket Bat	2
49	Batting Pad	2
50	Cricket Gloves	2 Pair
51	Keeping Gloves	1 Pair
52	Cricket Wicket	1 set
53	Lawn Tennis Racket	2 pcs.
54	Table Tennis Balls	6pcs.
55	Cricket Balls	2 Pcs.

56	Clapper	1 pc

List of Equipment of Psychology Resource Centre

Sr. No	*Equipment*	*Total*
1	Multidimensional Personality Inventory – Manju Aggarwal	1
2	MAUDSLEY Personality Inventory – H.J. Eyserich	1
3	Multidimensional Personality Inventory – Mahesh Bhargava	1
4	Personality Assessment – thematic Apperception Test (TAT)	1
5	A test of Intelligence for Special Studies – Dr. S.S. Jalota	1
6	Group Test of Intelligence - Pramila Ahuja	1
7	Verbal Intelligence Test (VIT) – Dr R.K.Ojha, Dr. K. Choudhary	1
8	Non Verbal group Inteligence Test (NVGIT) – Imtisngb A.O.	1
9	Emotional Intelligence Scale	1
10	The Revised Bhatia's short Battery of Performance Test of Intelligence – S.K. Verma	1
11	Teaching Aptitude Test Battery	1
12	Educational Interest Record	1
13	Non verbal Test of Creativity thinking	1
11	Verbal Test of Creative thinking	1
15	Teacher Attitude Inventory (TAI)	1
16	Problem solving Ability Test – L.N. Dubey	1
17	General Class Room Achievement Test	1
18	Mangal Teacher Adjustment Inventory	1

19	Mental Fatigue Test	1
20	SATB – Dr. K.K. Aggarwal, Dr. Saroj Arora	1
21	ASSFPE – Dr T.S. Sodhi, Dr G.D. Sharma	1
22	Memory Drum	1
23	Koh's Block Design Test	1
24	Mirror Drawing Apparatus	1
25	Finger Maze (Wooden Make) with Manual	1
26	Association Value English CVC's and CCC's – Dr N. Hasnain	1
27	Serial Learning by D.S. Janbandhu (English)	1
28	Short Term Memory	1
29	Long Term Memory	1
30	Span of Immediate Memory: Auditory and Visual – English	1
31	Mental Fatigue Test	
32	Sigmund Freud – Laminated Photo	1
33	Wolfiang Kohler – Laminated Photo	1
34	John Dewey – Laminated Photo	1
35	Programmed Instructional Material of Linear Programme on Direct Indirect Speech – Punita Govil	1

Functions

Sr.No	Equipment	Total
1	Dari Aasan	8
2	Dari Floor (Size10x 8)	4
3	Darri Floor (Sutlej Khadi)	2
4	Darri Floor (New Panjab Tent House)	4
5	Assan (Sutlej Khadi Mandal, Nakodar)	4

List of Furniture

Sr.No	*Equipment*	*Total*
1	Desks	153
2	Plastic Chairs	86
3	Office Chairs	07
4	Tables	23
5	Fans	38
6	Cooler	01
7	Flex Board & Paint Board	28
8	Sofa Set	06 pieces
9	Student Hand rest Chairs	30 pieces
10	Catalogue Table	12
11	Table Stand	1
12	Magazine Stand	2
13	Visitors' Chair	14
14	Rack	4
15	Centre Table	2
16	Book Case (Almiras)	28
17	Writing Chairs	30
18	Steel Almiras	6

List of Furniture

1	Magazine Stand	1
2	Book Case	5
3	Writing Chairs	30
4	Computer Table(Size 4 x 2)	1
5	Book Case	5
6	10 Seater Sofa Set	4
7	Computer Tables	2
8	Visitor Chairs	18
9	Table 2 x 4	6
10	Catalogue Table	1
11	Table Stand	1
12	Magazine Stand	1
13	Book Case	15
14	Steel Almira Fix	5
15	Office Almira	3
16	Steel Almiras	6
17	Tables	6
18	Pipe Stand (For Model)	6
19	Book Case	5
20	Office Almirah	5

Furniture (Chairs)

1	Plastic Chairs	126
2	Visitors chairs	14
3	Revolving Chairs	6
4	Study Chairs with Hand	80
5	Glass Table	1
6	Plastic Stool	50
7	Three Seater Black Chairs	1
8	Two Seater Black Chair	1
9	Office chairs	4
10	Sofa Set	1
11	Plastic Chairs	100
12	Writing Chairs	100

Furniture (Tables)

1	Study Tables	6
2	Tables 4x2	2
3	Centre Table	4
4	Office Table	8
5	Computer Room Table	12
6	Library Tables	7
7	Library Cup board	1
8	Plastic Table	2

9	Speech Stand	2
10	Display board	2
11	Dios	5
12	Newspaper Stand	2
13	Lecturer Stand	1
14	Suggestions Box	2
15	Direction Board	5
16	Rack	7
17	Benches (Wooden)	145
18	Benches (Pipe)	8
19	Long Tables	6

Library Books, Journals, e-books, e- Journals, Research Journals and Publications of seminars are explained in 4.3.2

4. **Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.**

The college is having one B.Ed & one D.El.Ed program and the parent society has only this college. Therefore the infrastructure of the college is exclusively for the faculty and students of this and is not shared. However, the, Faculty members of the college who are members of Panjab University library share the facility with the university. Alumni of the college also share the library facility of the college.

The College has linkage with the following institutes which allows sharing as an additional facility.

1) D.A.V.College Of Education, Fazilka,
2) Hans Raj Memorial College Of Education ,Bajakahana.
3) J.B.T.T College of Education, Matili (Raj.)

5. **Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)**

For insuring the health and hygiene of the staff and students, the college has following facilities available:-

    I.   Staff Room.
    II.   Common room as rest room separate for boys and girls.
    III.   Seprate Washroom facilities for boys, girls, staff and principal.
    IV.   Two water coolers.
    V.   R.O.system for purifying water.
    VI.   Canteen.
    VII.   First-aid-box.
    VIII.   Yoga training.
    IX.   Servant Quarters.

6. **Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.**

The College has all the facilities to have a hostel in the college but due to Increasing Number of colleges and availability of seats in the own town of the candidate, hostel facility is not demanded and therefore the college will be having hostel whenever needed.

4.2   Maintenance of Infrastructure

1. **What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.**

Bedget-Allocation & Utilized				
Year	**2011-12**		**2012-13**	
Items	**Allocated**	**Utilized**	**Allocated**	**Utilized**
Buildings	23,80,000	23,79,633	20,00,000	20,67,089
Laboratories	60,000	48,620	60,000	56,670
Furniture	5,80,000	2,29,710	35,000	22,425
Equipments	20,000	37,890	45,000	36,396
Computers	10,000	57,900	30,000	29,300
Library	10,000	43,346	20,000	19,814
Transport/Vehicle	25,000	20,603	40,000	24,930
Total	**30,85,000**	**28,17,702**	**22,30,000**	**22,56,624**

Bedget-Allocation & Utilized				
Year	**2013-14**		**2014-15**	
Items	**Allocated**	**Utilized**	**Allocated**	**Utilized**
Buildings	1,30,000	1,16,301	5,50,000	5,08,525
Laboratories	60,000	58,556	30,000	78,957
Furniture	30,000	15,080	1,50,000	4,850
Equipments	30,000	46,508	1,50,000	1,20,533
Computers	20,000	17,432	50,000	25,670
Library	20,000	22,030	10,000	12,276
Transport/Vehicle	60,000	51,588	1,20,000	1,23,350
Total	**3,50,000**	**3,27,495**	**10,60,000**	**8,74,161**

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

For ensuring optimal utilization of the available infrastructure, the college adopts and has planned the following measures:-

I. The college appointed a laboratory attendant, a librarian, a library attendant and a lecturer in physical education & a lecturer in Art & Craft to plan and systemize the infrastructure.

II. No charges are charged for issuing the material, that is, text books, teaching aids, projectors which encourages the students to optimally utilize the infrastructure.

III. The college has a Book Bank facility. Students are issued 8 books from this book bank for a year. Nearly 30% to 50% students visit the library daily.

IV. In the library, newspapers are on the stand and hence optimum utilization is very easy.

V. The library has two special magazines or journal stand on which 25 to 30 Magazines or Journal are displayed and their previous volumes are lying inside the magazines boxes. Thus the students have no hesitation and the material is easily available.

VI. The college has a art & craft lab, from there the students are issued teaching aids for their teaching practice without any hesitation.

VII. The college has a well furnished computer lab, with Wi-Fi internet facility. The students can use computers and internet facility as per their needs.

VIII. The College library has a computer with Wi-Fi internet facility.

IX. The students can use language lab. to improve their language in their languages periods.

X. Each and every student is persuaded and made to use Black Board to improve his/her handwriting and blackboard writing skills in their vacant period or recess.

XI. The faculty persuades the students to use library books by giving them assignments and references and by suggesting books which results in optimum utilization of library.

XII. An effort is made to display the infrastructure and lists are also displayed.

XIII. The college has suggestions box, each and every student can gives suggestions as per their needs i.e. Books, Magazines, Research Journals etc.

XIV. The college has a guidance cell from this cell the students can take guidance i.e. Educational, Vocational or personal.

3. How does the institution consider the environmental issues associated with the infrastructure?

To provide healthy environment the college has taken some steps which are as following:-

1. Smoking is totally banned in the college.
2. To keep the environment pollution free, the college persuades the students not to use polythene.
3. The college is free from noise pollution because it is situated at 4 km away from the city.
4. The college has maintained the environment with tree plantation and plantation of herbs and shrubs.
5. The college is working with an NGO 'Pahal-Ek-Koshish' to keep the environment Healthy and clean. Lect. of this college was honoured by Sony SAB-TV and mementos was awarded on 17.12.15 in the programme Tarak Mahta Ka Ulta Chasma.
6. To increase the awareness about keeping the environment Healthy and clean the college organized International Seminar on the theme 'Education for Healthy India, Clean India'.
7. To maintain the environment, there is 'Hawan Yajna' on every Thursday which purifies the air.
8. To keep the environment pollution free, the college organises N.S.S. camps every year.

4.3 Library as a Learning Resource

1. **Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?**

Yes, the institution have a qualified librarian. The librarian is M.A; E.T.T; M.Lib. and is supported by an educated library attendant.

2. **What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).**

Total no. of books	7324
1. Almirahas	38
2. Shelves	165
3. Reference Books	2200
4. Text Books	5099
5. Dictionaries	52
6. Encyclopedias	27 (Volumes)
7. Newspapers	07
8. Journals	23
9. Internet (Broadband)	Unlimited use
10. All Publications of Panjab University Publication Bureau	77

Medium Wise

1. English Medium	3496
2. Hindi Medium	1776
3. Punjabi Medium	2027

Total No. Of Titles	**3200**
1. Sitting Place for	40
2. College Publication	10 Souvenirs
3. Dissertation	43

4. Thesis   5

5. E-Books   15

6. E-Journals   6

7. E-Dissertations   5

3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.

The college has library committee for systematized review of the library consisting of Principal, the librarian 2 faculty members, that is Dr.Anurag Asija and Ms.Poonam Midha and 3 students representatives (Secretaries of Hindi, Punjabi & English Associations). They suggest for the upliftment of the library and for removing problems if any. The library committee holds meeting in October, in January and in May. It is the library committee who suggested the names of the Journal for the library and certain reference books.

There is a suggestion box in the library and any student or any faculty member can suggest any book or journal. The college offers to make available, the books and journals suggested by the faculty or needed for academic growth.

4. Is your library computerized? If yes, give details.

The college library is computerized.

5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

The Library has one computer with broad band Wi-Fi Internet facility with unlimited usage. These facilities are available both to the staff and the students and the same facility is also available in the computer laboratory. The staff and students can use this facility in the computer lab also. Reprographic facility is available in the college office and up to last year, it was available in the college canteen also.

6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.

The institution is in the process of making use of inflibnet / Delnet /IUC facilities.

7. **Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)**

Except for 52 Sundays and 8 Holidays more, the library remains open from 8.45 AM to 4:15 AM that is for 7.30 hours on 305 days in a year. Thus in an academic year, the library remains open for 2362 hours.

8. **How do the staff and students come to know of the new arrivals?**
    I.   The College has organizes an exhibition of new arrivals of books and journals.
    II. Titles of the new books are displayed.
    III. Books are in transparent glass fitted almirahs openly and easily visible to all.
    IV. One Library day is celebrated when students are explained about the new arrivals, new journals and different facilities available in the library.

9. **Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?**

Yes, The college library has a book bank facility, student are issued 8 to 10 books for the whole of the session, that is , even after the issue of the Roll Number cards and till the examinations are over.

10. **What are the special facilities offered by the library to the visually and physically challenged persons?**

The library is on the ground floor and there is a ramp leading to the verandah leading to the library. Thus physically challenged persons have an easy access to the library. For the Physically Challenged persons the college has wheel chairs, they can use it and there is a library attendant in the library if physically challenged or visually challenged need some help, he is always available. Librarian is persuaded to be very much cooperative, sensitive and responsible to especially disabled.

4.4 ICT as learning Resource

1.Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

The college has broadband Wi-Fi Internet connection paid for usage of unlimited hours. The college uses the video camera for making movies of the lessons delivered by the faculty members and the teacher trainees. These are shown to the teacher trainees who see their short comings as feedback to them and to remove this. These Video films of good lessons also act as model lesson for the trainees.

To ensure the optimum use of computer, the teacher trainees are divided in groups and they are to given practical knowledge of ICT. Students have a compulsory subject named as ICT, In this subject they are taught theoretical as well as practical of ICT.

The faculty members also use the projector or OHP during their teaching so that the trainees are persuaded to use these in their teaching.

The trainees can prepare their Presentation or Seminars in the computer lab with the help of computers or internet all at any time.

2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included

The computer skills are important to all students. Students have a compulsory paper named as Understanding of ICT In their curriculum. There is a regular period on all days in the time table meant for imparting computer skills. Extension lecturers and a hardware workshop on computer skills are also arranged for the students.

The college has also taken initiative in the scheme '**Digital India'** started by Govt. of India. According to this scheme the college provides computer training to all the students theoretical as well as practical. In general, training for developing following major skill is given:-

1) Computer Revolution-Its applications in various fields.
2) Computer Hardware:-Input-output devices, Memory Primary & Secondary.
3) Characteristics of Various computer languages:-MLL / Assen, HLL/ 4GLs.
4) Operating system, Compiler and Interpreter

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5) Ms Windows:-Introduction, Parts Start Menu, Tasks, Bar Sitting, Application and document window, anatomic of window, Windows Explorer, Desktop, Icons, Screen Saver& Settings.

6) Use of following packages for processing word, Evaluate numerical values & creating presentations (MS-Word, MS-PowerPoint & MS-Excel).

7) Internet surfing, working with E-mail & Chat WW.

8) Soft copy of lesson plan should be made in power-point.

3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

The staff uses ICT as teaching aid for making the lessons and teaching understandable in a better way. It is explained in 4.6.2.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

The student teachers adopt technology in practice teaching in classroom transactions and preparation of teaching aids. A few students also use it in developing lesson plans.

3.5 Other Facilities

1. **How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.**

In addition to serving the students, the instructional material of the college also serves the alumni mainly to some extent, and to the school teachers of the practicing schools.

2. **What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?**

Audio Cassette	Video Cassette	CDs
15	02	100

The students are encouraged to use audio & video cassettes and CDs by displaying the list of these and by the suggestions of teacher educators to use these. They are exhorted to teach no lesson without teaching aids and also make use of CDs and audio cassettes.

3. **What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?**

The college has a Science Laboratory, Work Experience Lab, Computer lab, Language Lab, Psychology Lab and Educational Technology lab. In addition, the college has material of lab for social studies, Math and Physical Education. The college has provision of finance in the budget for enhancing the facilities and ensuring maintenance of the equipment and other facilities as already mentioned in 4.2 (Maintenance of infrastructure). There is laboratory attendant employed permanently to take care of these equipments, to purchase the required equipments and to repair or get repaired the equipments.

4. **Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.**

The college has facilities of multipurpose hall which is so designed to serve the purpose of :-

a) A conference room for International Seminars and National Conferences.
b) An Assembly Hall.
c) An indoor table tennis room and badminton Court.
d) An indoor hall or badminton court with poles and boundary marked for playing badminton.
e) A hall for exhibition of teaching aids and art items.
f) An examination centre at the time of house examination as well as final university examination.
g) A hall for youth festival and other Cultural Programs. It has a spacious stage even to accommodate skits, Drams and Dances like Punjabi Folk dance Bhangra too.

The multipurpose auditorium is of the dimension of 26 meters $\times$ 11.5 meters, that is 86 ft $\times$ 35 ft. and has a spacious stage. The auditorium is also attached to a room of 32×26 ft. dimension through a door or a passage and the room can be used as a green room for artists during in cultural programs. The inter connection between the hall and the room also serves a good purpose during examination.

5. **Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.**

Each classroom has plugs and electric connections for the use of technology; the college has a portable screen for display of OHP's and LCD Projector. There is a special room for the special purpose of LCD projector that is an Education Technology room in which the glasses of window are covered with the dark papers and screen is fixed permanently. The multipurpose hall too has Plugs, Power Supply and other provisions of use of OHP, LCD, Projector, Computers and Sound System.

The institution plans to exhort every student to use ICT in teaching learning and for it, the number of CDs will be increased.

4.6 Best Practices in Infrastructure and Learning Resources

1. **How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?**

   It has been explained in 4.6.2.

2. **List innovative practices related to the use of ICT, which contributed to quality enhancement.**

The best practices and innovative practices related to use of ICT which contributed to quality enhancement are as following:-

I.   Use of computers and LCD projector in teaching learning.
II.   Recording of model lessons and lessons by students to amend and for getting feedback.
III. Use of internet for getting information on the topics of the seminar.
IV.   E-journals have been downloaded for the library.
V.   Improvement in black board writing by displaying and seeing model handwriting on LCD Projector.
VI.   The college news are sent by e-mail to Newspapers and Journals like University News.
VII. Invitations for International or National seminars etc. are sent by e-mail and Whats App.
VIII. Information of National and International agencies in the field of education is obtained through the various website.
IX.   The colleges subscribe 25 Educational Journals; the addresses of many of these were obtained through the internet.
X.   Information for visits to places of Educational interest is downloaded from the internet.
XI.   The lessons are presented using computers, LCD Projector and slide for Power Point.
XII. Papers for seminars are sent to other colleges and received from the other colleges via e-mails.

3.   What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

Title of the practice:

Training students to use Library and Laboratory Resources

The context that required the initiation of the practice:

The teacher trainees come from the colleges where they were not in the habit of using library or laboratory resources and based their studies much upon their text books only. So, even in B.Ed., they have

a tendency to prefer studying one book per subject and not to visit library for extra reading. So, there is a need to exhort them and then train them in the use of the library resources and also the laboratory resources for teaching practice as well as for B.Ed. study.

Objectives:

I.   To exhort students to use library resources.

II.   To train students to use library resource, that is text books, reference books, educational journals, newspapers, encyclopedia, educational surveys, dictionaries, educational CDs, Internet and Catalogue for spotting the books.

III. To exhort and train the students in the use of laboratories resources.

The Practice

The college celebrates a library day on which all the students in 4 groups under the leadership of their lecturers visit the library. The librarian explains them the number of text books, availability and use of reference books, encyclopedia, the number and names of some educational journals, magazines and publications are available in the college library, the educational surveys and the surveys on educational research and dictionaries. The librarian explains them the system of locating the books from the catalogue system based on Dewis Decimal classification. The explanatory notes/slips are pasted on the library almirahs and almirahs bear numbers and each shelf of the almirahs is named as A,B,C,D……. to make the location of the books easy.

Similarly, a lab day is celebrated when the students are acquainted with the infrastructure available with the college and how and where to use the infrastructure.

Obstacles faced, if any

Students respond to the reading of books including reference books but find no incentive in studying journals. Moreover, some do not have the requisite grip over the English language and most of the journals are in English.

Strategies adopted to overcome obstacles

A question is put to the students and they are to find the answer from the library reading. The students whose answers are best, are honored.

This question is from journals also so to encourage the reading of journals. Secondly, journals in Hindi and Punjabi are also subscribed.

Impact of the practice:

The students have started visiting and using library and laboratories frequently rather regularly and nearly 40-45 books are issued in a day in addition to the book bank, books which are issued for the whole of the year. Students have also visited and made use of the library for presenting papers in the class room, seminars as well as National Seminars. Student took interest in answering the library question after reading the books and educational journals from the library.

Similarly, the infrastructure of the laboratories was got issued by nearly 95% students. Students got issued the infrastructure for delivering discussion lessons, ordinary lessons in the school teaching practice and lessons during Intra College and Inter College skill in teaching aids as well as also for delivering lessons in simulation.

Resources Required:

Library, Librarian, Library Assistant, Laboratories, Lab Attendant.

Contact Person

Dr.R.P.Asija, the Principal of Maharishi Dayanand College of Education, Abohar.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?**

Some of the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report are as following:-

Infrastructure and Learning resources:-

G. Physical Facilities

> The institute has 5 acres,1 kannal and 4 marles of land of which 17000 sq.ft. area is covered with construction.
> There are sufficient numbers of class and method rooms for running the B.Ed and has psychology, science, computer and the required ET labs.

➢ Workshops for preparing teaching aids, library facilities and sufficient equipments are also available.

H. Maintenances of Infrastructure

➢ The infrastructure of the college is maintained well.
➢ Budget allocations for maintenance of building furniture etc. are adequate.
➢ The institute has mechanism for utilizing available infrastructure optimally.

I. Library as learning Resource

➢ Library has 6430 books (2391 title,27 Vol. of encyclopedias) 25 journals and 5 e-journals.
➢ The librarian is qualified.
➢ The library has one computer with broad band facility.

J. ICT as Learning Resource

➢ Computer lab has 15 PC,2 Printers, LCD projector,1 pen drive,17 CDs and 1 CD player.
➢ No use of E-learning technology.
➢ Website and internet facilities are provided.

K. Other facilities

➢ Sports and game facilities for both indoors and out door are available.
➢ Women common room, well maintained staff room, administrative office, drinking water and toilet facilities are available.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

A building has been increased. The built up area has been increased from 17000 sq.ft. to 38434 sq.ft. that is an increasing of 21434 sq.ft. Classroom has been added and size of computer lab has been increased.No. of books have been increased from 6430 to 7324. Similarly, laboratory equipment and no. of computers have been increased.

Criterion – V

Student Suport

and

Progression

Maharishi Dayanand College of Edcuation

P.O.Box No. 14, Near BSF, Hanumangarh Road,
Azimagarh, Abohar-152116 (Punjab)

Criterion V: Student Support and Progression

5.1 Student Progression

1. **How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?**

The admission in the college is based upon NCTE, Pb. Govt.,as per university norms, notified by Punjab Government. The eligibility criteria is 45% for SC/ST and 50% for GENERAL category.

After the students are admitted they are given diagnostic test to test their weakness. They are also given test for testing their handwriting for the purpose of improvement. The outline of syllabus is printed in their prospectus. The lecturers give them orientation and tell the syllabus of different paper in detail. For the development of various teaching skills, they are given orientation of teaching skills and explained details of components of teaching skills and how and where to use these components. Teacher educators use education technology in their teaching. Students get motivation from them and they also uses technology, teaching aids etc. in their teaching.

College organizes P.T.E.T. and C.T.E.T . Coaching for students free of cost. Our students qualify T.E.T. Our staff members Ms. Poonam Midha, Ms. Priyanka, Ms. Arun Gaba, Mr. Sharma also qualifies C.T.E.T. & P.T.E.T. exam respectively. Mr. Vishal Deep Gupta qualifies his NET Education in June 2014. Achievements of students displayed on board, published in newspapers and magazines and also appreciates and applauded by principal in morning assembly.

2. **How does the institution ensure that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students?**

The college provides congenial environment to promote motivations, satisfaction, development and performance improvement of the students. The college motivates students through class test, regular test, weekly tests, monthly test, house test, orientation, extension lecture of experts, participation in National & International level of seminars / conferences, Inter college skill in teaching competition, Talent hunt competition to discover talent among students, intra college quiz competitions, Athletics meet, Sadan competitions, Yoga competitions, Table Tennis Champion ship etc. The college ensures their satisfaction through democratic environment in the college, aiming at making the college students friendly, inviting suggestions through suggestion box, guidance cell, grievance redressel cell and Sadans and by prompt solutions to their suggestions, needs and problems. A number of activities are arranged by the college for the physical, intellectual, social, psychological and moral development by the college for the development of students are as below:-

1. Orientation of B.Ed. curriculum.
2. Subjects associations and electing various office bearers for developing training in leadership.
3. Talent hunt programme to find the hidden Talent of students.

4. Preparation of teams for Zonal youth festival (For Musical items, Theatrical items, Heritage items etc.).
5. Intra college skill in teaching competition and inter college skill in teaching competition are organized.
6. Preparation of teams for Inter zonal youth festival individual
7. Participation in National and International level seminar.
8. Celebrating National mathematics day (NMD) and National Science Day (NSD) to develop scientific attitude among students.
9. Participation in NSS camp also.
10. College organizes Educational Trips.
11. To Develop Inclusive education, college every year organizes an educational tour to visit to Jagdhamba Andh Vidhyalaya And Tapovan (Institute for Mentally Retarted)
12. Blood donation camp.
13. Actively participation in polio camp.
14. Celebration of national days, birthdays and martyr's days of great persons to promote national integrity among students.
15. Van Mahotsav For Tree plantation
16. Social work: - Cleanliness, rallies against corruption, addiction etc.
17. Wall Magazine
18. Daily News Writing and News Reading.
19. Women Day
20. Anti Foeticide Day
21. Punjab Day
22. College Magazine

3. **Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?**

Year	Male	Female
2011-12	1	0
2012-13	4	0
2013-14	1	1
2014-15	0	0
2015-16	3	2

Mechanism of controlling Dropouts:-

1. The atmosphere in the college is student friendly.
2. The college makes the teaching interactive and interesting and solves the problems of students.
3. The administration is strict in the implementations of rules and regulations properly for maintain the regularity and standards, send the inland letters to the parents persuades them to be regular. Thus they fulfill the condition of having 75% lectures of attending teaching practice and of having secured 40% marks in House Tests. Thus they become eligible to appear in the examination.

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4. The college provides Facility to pay fee in installments, book bank, scholarships, fee concession, college aid fund to help the poor students and other facilities which help the poor to continue studies and thus reduces the number of drop outs.

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

This college has E.T.T. (D.El.Ed.) and B.Ed. only and thus the pass outs students don't directly become eligible for NET / SLET.

NET (Hindi) qualified students- Mr. Uggersain student of B.Ed. of this college in 2012-13 qualified NET.

NET (Education) qualified students- Mr. Arshdeep student of B.Ed. of this college in 2012-13 qualified NET.

PTET qualified students :-18

CTET qualified students :-12

5. What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

During the last three years students on an average go for further studies / chose as a carrier is as below:

The details of students passed out in 2014-15 is given below:

Employed as Teacher	Other Jobs	Further studies	unemployed
50%	10%	35%	5%

Thus 50% choose teaching as a career while 35% pursued further study. This is also the average percentage of students. The Placement cell of the college places all the ads, notices & Information, on the notice board, orients the students for the technique of appearing in an interview for the post of teacher.

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Yes, Access to library and other educational facilities is available to all the students. To providing training and free access to library, the institutes celebrated library day where all the students are given orientation and training of the resources available in the library, an optional paper, library science and information was also a part of the curriculum up to the session 2014-15, which ensures training and free access to library. Method of using these resources and method of locating the books, journal, references books,

encyclopedia etc. and various topics and have to use catalogue of books. Library is open from 8.45 A.M. to 4.15 P.M. on all days expect Sundays.

Similarly every lecturer is in charge of labs like Psychology lab, Science lab, Math lab, Computer lab, Language lab, Music lab, Art lab, Education technology lab etc. College organizes a lab day in which lecturers tells about the devices and how to use in teaching practice. Books from books bank are issued for the whole year to all the students and issued another books for issued and return basis. They are also given instrument training for operating OHP, slide projector, LCD projectors, Video camera, Audio devices & printers. All this training is given to teacher trainees during the course of studies.

7. **Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.**
   1. The placement cell of the institutions provides placement services.
   2. College organize extension lecture on interview skills.
   3. Placement cell also works for employment of students and information related any jobs displayed properly on notice board.
   4. Besides this, placement cell places and disseminates all the information regarding posts, viz advertisement for vacant post, test for employment of PTET, CTET, RTET, HTET, NET, SLET, Ph.D. entrance test and letters from other institutions advertising the posts.
   5. In year 2014-15, 15 students got employed as a teacher and got benefitted due to efforts of the placement cell of the college.

8. **What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?**

 Some difficulties are faced by the placement cell that are as follows:-

1.It is difficult to record all the work done by the placement cell because the authorities and the students are most of the time contacted on telephone or personally.

2. Mobile numbers of the students are changed.

Remedial

   1. Information is transferred to landline number or to another relative or friend etc.
   2. Information is also sent through Inlands.

9. **Does the institution have arrangements with practice teaching schools for placement of the student teachers?**
   Yes, the college has arrangement with the practice teaching schools for placement of the students' teacher. For this they inform the college by letter / phone their requirements to the placement cell.

10. **What are the resources (financial, human and ICT) provided by the institution to the placement cell?**

   Dr. Anurag Asija is the placement officer of the college, he has the facility to use the Telephone, Stationary, Computers, Fax, Postage and the Human resources of the institution.

5.2 Student Support

1. **How are the curricular (teaching- learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?**

An Academic Calendar based on the schedule of work communicated by the university was prepared by an IQAC of the college in the first session. Various co-curricular activities planned to be undertaken by the college were added and the academic - cum - activity calendar was prepared. The academic and activity calendar reviewed and modified and addition were made by the IQAC. This calendar was put on the notice board for the student for their suggestions and their additions.

2. **How is the curricular planning done differently for physically challenged students?**

The College provides Ramp, Wheel chair and other needed material or help from staff to the physical challenged persons. The teacher educator motivate the physically challenged students to live like normally and participate in every function of the college. College also organized a one day trip annually to visit " Jagdhambha Andh Vidhyalaya" and "Mook badhir Vidhyalaya". This also helps them in planning curriculum for physically challenged students.

3. **Does the institution have mentoring arrangements? If yes, how is it organised?**

Yes, The teacher are divided in 4 sadans or tutorial groups. Each sadan is headed by the teacher in charge in which lecturers know the difficulties of the students and provide them the requisite guidance and counseling. One period in a week is fixed for the meeting of the sadan as it gives hesitation free environment to the students.

4. **What are the various provisions in the institution, which support and hance the effectiveness of the faculty in teaching and mentoring of students?**

The college has own IQAC which ensures the Quality of teacher. College allows the teacher to attend National Seminars, International Seminars, Conferences, Quality improvement programmes, post graduation in another subject from distance education etc, and college give duty leave or permission to attend the seminars and the finance to attend the seminars in other colleges. The principal himself presented and presents the lectures for guiding the faculty and the students.

5. **Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?**

Yes, the institutions has a website. It displays the institutional data, the qualification and names of the staff, information regarding affiliation, activities under taken by the college, vision, mission, objectives, values, curriculum, house test, period of training, facilities, do's and don'ts, facilities in the library, placement cell, women cell, blood donation, guidance and counseling facility, NSS camp, scout camp, tour and trips, athletic meet, scholarships available to the students etc. It is upgraded once a year and also whenever there is change in the faculty and also when ever needed.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

The institute provides remedial coaching to academically low achievers, firstly after the class test, secondly after the house test in the form of feedback / suggestion regarding attempting of questions and than finally the remedial classes in the form of revision of syllabus.

7. What specific teaching strategies are adopted for teaching
a) Advanced learners and (b) Slow Learners

A).Advanced learners:- The advance learners are given an extension lecturer to improve their performance in the examination to have high scores in the exam. First ten position Holders are honored and names of merit list position holders are placed on the notice board of the college and also printed in the college magazine and in the college prospectus. The report of the performance of the students is also sent to their home by post. These steps encourage the students.

B). Slow learners:- Already explained in 2.2.6.

8. What are the various guidance and counseling services available to the students? Give details.

College has guidance cell. Which provide guidance and counseling on various topics like:-

1. Educational Guidance (Coaching for NET, PTET, CTET, RTET, HTET and higher education etc.)
2. Vocational Guidance
3. Personal Guidance

9. What is the grievance redressal mechanism adopted by the institution for students ? what are the major grievances redressed in last two years.

A. There are 4 types of grievances redresses mechanism adopted for students-

i. Subject associations are formed and their office bearers are chosen. These subject associates and office bearers convey the grievance, if any, and that grievance is redressed.

ii. In tutorial groups headed by mentor, students convey if they have any grievance and the mentor convey it to the concerned one.

iii.   The most effective technique is the suggestion box. Students put the suggestions and their grievances are redressed.

iv.   The doors of the principal and of Dr. Anurag Asija, in charge guidance cell are always open to the students and instead of only listing the grievances, the grievances are quickly redressed without any delay.

v.   Women cell is also a grievance address cell for girls.

B. The major grievances redressed in the last two years are:

i.   The students informed that the cleanliness of toilets be improved and the grievance was redressed.

ii.   The library has less no.of books on health and physical education by Sonia Kanwar and Brar. The grievance was redressed by purchasing the books.

iii.   However, the human nature has instinct of laziness, shirking work and sometimes expecting the fruit without work and therefore such type of grievances are redressed by counseling instead of redressing them by conceding to them leading to deterioration of quality. One of such grievances or unjustified demands was.

iv.   Give us 5 holidays before house tests.

v.   The students were counseled that they will be given tips for exam, revision of the syllabus covered will be made in order to enhance the score and 2 holidays before the house examination will be given which will gear them.

The students have themselves written that every problem is solved with sympathy.

10. How is the progress of the candidates at different stages of programs monitored and advised?

The progress of the students is monitored at different stages as below:

i.   Students are informed of their achievement in diagnostic test and feedback is also given.

ii.   Students are informed of their achievements in classroom tests and feedback is also given.

iii.   List of lectures attended by each student is displayed on the notice board.

iv.   Students are informed of their achievement in house test, they are also shown their answer sheets and they are ranked.

v.   A report of achievement of students and the lectures attended by them is sent to their homes / parents by post.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

The institution ensures the students competency to begin teaching practice in following schedules

i.   Orientation is given to the new staff members by way of a seminar by the senior staff followed by discussion regarding the schedule of the pre practice preparation and teaching practice.

ii.   Orientation is given to the students regarding importance of practicing teaching skills through micro teaching.

iii.   Orientation is given to the students regarding various teaching skills one by one, regarding their components and regarding dos and don'ts.

iv.   A model lesson is delivered by faculty member making use of a teaching skill.

v.   The students start pre-practice teaching preparations by practicing a particular skill in simulation through microteaching, that is, through Indian Model of microteaching. They deliver a lesson in a micro period of 5-6 minutes stressing upon practice of only one teaching skill at a time and clarifying only one concept instead of a lesson before a relatively smaller group or micro class. They are given feedback by the teacher educators as well as by their class fellows in the form of peer feedback. Feedback given is specific, pin pointed and immediate with an objective to improve. The College has chosen the following teaching skills with an objective to improve.

A. Skill of writing instructional objectives.

B. Skill of introducing the lesson.

C. Skill of stimulus variation.

D. Skill of questioning.

E. Skill of reinforcement.

F. Skill of using black board.

vi.   In the beginning, three periods per week are fixed for each teaching subject for pre-practice of students in simulation. Thus 6 periods are allotted to teaching practice in a week which means one period daily.

vii.   After the model lessons, the students start delivering macro lesson in simulation, that is, full lesson.

viii. After macro lessons, they are given instructions for teaching practice in schools.

ix.   An exhibition of teaching aids is organized to show them the teaching aids of last year students and the purchased ones.

x.   The art teacher and the subject teachers guide them regarding preparation of teaching aids in a workshop for the purpose.

xi.   After instructions stated above, teacher trainees are grouped in 7-9 teaching practice school, under the guidance of lecturer supervisior for each school.

xii.   During teaching practice in the schools, they deliver 40 + 40 lessons, 2 discussion lessons, prepare teaching aids, and observe 15 + 15 lessons of their peers. The teaching practice in schools is in two phases upto2014- 2015 but in session 2015-17, 6 months are allotted for teaching practice in semester 3rd.

xiii. After the first phase of teaching practice intra college skill in teaching competition is arranged so as to motivate all the students to improve.

xiv.   Similarly the college competition in preparation of teaching aids is arranged.

xv.   The students selected in intra college skill in teaching competition are given special guidance to improve and participate in P.U. inter college skill-in-teaching competition.

xvi.   The students selected Intra College teaching aid preparation competition are given special guidance to compete in P.U. Inter college teaching aid preparation.

xvii.   Near the final examination, the students have second phase of teaching practice in the schools. Before if , they also prepare in simulation in the college.

xviii. Before the final skill-in-teaching examination, the college organizes first pre-final skill-in-teaching, feedback is given and then second pre final skill-in-teaching examination is held.

5.3 Student Activities

1. **Does the institution have an Alumni Association? If yes,**
   1. **List the current office bearers**
   2. **Give the year of the last election**
   3. **List Alumni Association activities of last two years.**
   4. **Give details of the top ten alumni occupying prominent position.**
   5. **Give details on the contribution of alumni to the growth and development of the institution.**

The institution has an Alumni association and the principal is the patron of the association.

I.   List of the current office bearers

Current Office Bearers of Alumni Association

PATRON – The Principal

Lecturer In charge:

1. Mr. Vishal Deep Gupta
2. Ms. Poonam Midha
3. Mr. Suresh Makkar

President   : Jaidev   2013

Vice President   : Sunil Kumar, Meenu Bala   2013

Secretary   : Harman   2013

II.   Give the year of the last election

The last election of Alumni Association Held in 2015.

President   : Arshdeep

Vice President   : Sunil Kumar, Meenu Bala

Secretary   : Nishan Singh

III.   List of Alumni Association activities of last two years

The alumni attended the talent search function and national seminars organized by the college in 2014-15 and in International seminar in 2015-16. The alumni association constituted a blood bank association and helped in organizing a blood donation camp in the college. The

alumni helped in arranging linkage with foreigners of Spain, Denmark, Nepal for international Seminar as resource persons.

IV. **Give details of the top ten alumni occupying prominent position.**

Some of the Alumni occupying prominent position are as follow:
A. Mr. Jaidev, President all india Yoga Association, President Punjab of all yoga Association.
B. Mr.Punnet, Vice Principal, Navyug Senior Secondary School, Abohar
C. Mrs. Arun Gaba, Teacher in New Zealand.
D. Mr. Sunil Dholia, Lecturer, Maharishi Dayanand College of Education, Abohar.
E. Mrs. Richa, Teacher in Nilgiri Public School, Noida (Delhi).
F. Mr. Sukhwinder, Teacher in Godwin Public Senior Secondary School, Abohar.
G. Ms.Pooja Midha, Teacher in Brahmrishi Senior Secondary School, Abohar.
H. Mr.Sukhwinder Kumar, Teacher in New Anmol Public School, Abohar.
I. Ms.Anchal Bathla,Teacher in Assumption Convent School,Abohar
J. Mr.Monty,Teacher in Simigo International school, Abohar.
K. Ms.Yogeshswari,Teacher in D.A.V.Senior Secondary School, Abohar.
L. Mrs.Laxmi,Teacher In Adharshilla International Play Way Convent School, Abohar.
M. Ms.Harman Lecturer in D. A.V. College, Abohar

V. **Give details on the contribution of alumni to the growth and development of the institution.**
Suggestions given by the alumni are welcomed and implemented regarding Book Bank, Infrastructure etc. The alumni attended the talent search function and national seminars organized by the college in 2014-15 and in International seminar in 2015-16. The alumni association constituted a blood bank association and helped in organizing a blood donation camp in the college.

2. **How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.**

persons, teachers, students of different colleges are participated and bridge the gap between college and society. The college also encourages the students by providing them the conveyance and expenditure to participate in the university sports competition, they participate and win the gold medal in Javelin in 2015.

Besides this, the students were encouraged to participate and they participated and organized the following co-curricular activities in the college:

2015-16

- Opening of session   (15-07-15)
- Selection of office bearers   (01-08-15)

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- Talent Search Function   (10-08-15 to 14-08-15)
- Youth Festival   (01-01-15 to 04-10-15)
  (at Dashmesh Girls College of Education, Badal)

- Panjab Diwas   1st November, 2015
- Extempore Speech Contest   5th November, 2015
- Model Lesson   10th November, 2015
- Extension Lecture on Blood Donation by Dr. S. juneja   29 December, 2015
- Extention Lecture on Yoga by Mr.Jaidev   30th December, 2015
- Demonstration of Yoga Assans   31st December, 2015
- Extension Lecture on First Aid by Darshan Lal Chugh   01st January, 2016

MAHARISHI DAYANAND COLLEGE OF EDUCATION, ABOHAR

ACADEMIC & ACTIVITY CALENDER (2015-16)

S.No.	Particulars	Date	I/C
1	Session Starts	1-Aug-15	
2	Staff Refresher Programme-Research & Research Projects	6-Aug-15	RPA
3	Development/Self Evaluation Proforma by Staff / International Litracy Day	8-Aug-15	RPA
4	Staff Refresher Programme-Discussion/Deviding Syllabus	11-Aug-15	AA
5	Staff Refresher Programme- Practicals	11-Aug-15	VG
6	Staff Refresher Programme-Seminars Models of Teaching	20-Aug-15	
7	Staff Refresher Programme-Workshops use of Teaching Aids	20-Aug-15	AA
8	Staff Refresher Programme- NAAC	21-Aug-15	RPA
9	Distribution of Components of NAAC Acc., Activities, Time Table	21-Aug-15	RPA
10	Inauguration/Orientation of Students	22-Aug-15	All Staff
11	1st Unit	23 Aug - 15 Sept.	
12	Teachers Day	5-Sep-15	SD
13	Hindi Diwas	15-Sep-15	PM
14	Subject Association, OB, NSS Day	16-Sep-15	SM
15	Notice/Magazine	16-Sep-15	PM
16	Handwriting Competition (H,E,P)/Dignos test and handwriting	17-Sep-15	HSC
17	Workshop on English Speaking (Extention Lecture/CD) / Library Day	18-Sep-09 (Camp)	AG,SM
18	Shaheed Bhagat Singh Birthday - Patriotic Song Competition	26-Sep-15	MB

19	Diagnostic Tests-H,E,P, remedial classes	26-Sep-15	HSC
20	Orientation Stimulus Variation Skill & BB Writing Skill	9/27/20015	HM
21	Library Day	29-Sep-15	KI
22	1day NSS Camp & B'Day of M.Gandhi &	2-Oct-15	SM,H
23	Lal Bahadur Shastri (Communal Harmony Day)	2-Oct-15	SM,AG
24	Hawan Training, Mantras, CD-Mantras, National Blood Donation Day	6-Oct-15	RPA, AA
25	Handwriting Improvement (Lect.&Compaign)	7-Oct-15	RPA
26	Parents Day	8-Oct-15	AG
27	1st House Test	10-22 Oct	
27	Orientation Teaching Skills (Introducing Q, Rein)	27-Oct-15	RPA
28	World Handicap Day- Visit to Andh Vidyalaya/Laws	3-Oct-15	AA, SM
29	Orientation Teaching Practice	3-Nov-15	AG,SM
30	Punjab Day (Folk Song/Geet/Gazal/Giddha)	1-Nov-15	HSC
31	Honour Students with more than 90% lectures & Toppers in House Exams	3-Nov-15	RPA
32	Lecture - Vegetarlanism	5-Nov-15	RPA
33	Exhibition of Teaching Aids	5-Nov-15	HM
34	Teaching Practice	4 to 13-Nov, 2015	SM
35	Van Mahotsava/Tree Plantation	6-Nov-15	H
36	Model Lessons	16-Nov-15	All Staff
37	Anti-foeticide Day (Seminar, Poem Recitation)	20-Nov-15	AG
38	Orientation Teaching Practice	3-Nov-15	AG,SM

39	Punjab Day (Folk Song/Geet/Gazal/Giddha)	1-Nov-15	HSC
40	B'Day Jhansi Ki Rani	16-Nov-15	PM
41	National Integration Day (NSS)	19-Nov-15	H
42	Discussion Lessons & Listing Final Lession	18-Nov-15	All Staff
43	Intra College Skill-in-teaching Competition		
44	World Aid Day	3,Dec,15	
45	Feedback Proforma	5-Dec-15	AA
46	Environment Day	5-Dec-15	H
47	Bulletin (Action Research/Feedback in the College)		
48	Computer Camp, NSS 10 Days Camp/Yoga Shivir/English Speaking	Winter Break	H
49	Sanskrit Sambhashan, Personality Development Camp	Winter Break	H
50	Ist Aid Training	Winter Break	H
51	Honour Students with more than 90% lectures & Toppers in House Exams	3-Nov-15	RPA
52	Shahidi Divas L.B. Shastri (Tree plantation Lecture by Army)	10-Jan-16	
53	Library Question Competition	10-Jan-16	KI
54	National Youth Day (NSS)	12-Jan-16	H
55	Lohri (Decoration Contest & Cultural Programme)	13-Jan-16	HSC
56	Computer Hardware Camp	15-Jan-16	
57	Students Exchang Programme	16 to 23-Jan-2016	
58	Netaji Subhash Chander Bose Day	19-Jan-16	MB
59	Republic Day	26-Jan-16	AG,SD

60	Martyr Day of Mahatma Gandhi	30-Jan-16	MB,SD
61	International Old People Day, Quiz on B.Ed. Syllabus	1-Feb-16	SM,AG
62	Press Conference (for students)	2-Feb-16	AA
63	A discussion on 'Teacher in 21st Century'	5-Feb-16	RPA
64	Inter-sadan Games & Athletic Meet	6-10-Feb-16	H
65	Language Lab Day	11-Feb-16	SM
66	Picnic/Visit to places of Educational Interest	12-Feb-16	PM
67	Declamation Contest 'How to Maintain Discipline in Schools'	16-Feb-16	H
68	Moral Education Exams.	27-Feb-16	HSC
69	Visit to Centres of Guidance & Counselling	28-Feb-16	PM
70	Rishi Bodh Utsav (Bhajan Comp.)	1-Mar-16	SM
71	Workshop on Teaching through Computers	2-Mar-16	
72	Blood Donation Camp & Eye Donation Pledge	3-Mar-16	H
73	Developing New Talent/Paper Reading	4,Mar,2016	KI
74	Pt. Lekh Ram Martyrdom Day	4-Mar-16	MB
75	Women Day - Prohibition Day	8-Mar-16	AG
76	Einstein's Birthday	15-Mar-16	
77	House Test	15 to 25-Mar-16	AG
78	Feedback on Answerbooks & Practicals	A week after Exam	
79	Bhagat Singh's Martyrdom Day (Patriotic Song Comp.)	23-Mar-16	SM
80	II Make-up Test / Quiz Education News / Quiz on Science/SS I,II,II	24 to 28-Apr-16	AG

81	Preparing for Interview	1-Apr-16	RPA
82	Mock Interview / World Health Day (NSS)	2-Apr-16	H
83	Earth Day	22-Apr-16	SD
84	2nd Teaching Practice, Prefinal Skill Exams(After final exams)	21-May-16	All Staff
85	Prize Distribution Function	After Theory Exams	
86	Reg. Alumni/Regd. Graduates/Placement	After Theory Exams	
87	Anti Terrorist Day / World Tabacoo Day (NSS)	23-Apr-16	H

3. **How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.**

The college students are divided into Sadans and 4 (Four) subject associations. In charge of each Sadan & subject association involves and persuades the students to write for wall magazine. Each Sadan / Subject association is given a week to display their creative writing / paintings on the wall magazine.

The students of the college are encouraged by a notice and by each lecturer to write articles for the college magazine "Sanskar" which has Hindi, Punjabi, English and News Section.

Publications of the college:

i. "Sanskar" (College Magazine) 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013- 2014, 2014-2015
ii. Edu Research (International Research Journal) March 2014 onwards Quarterly.
iii. Seminar Proceedings on National Seminar on 'Quality Perspective in curriculum development for teacher education' November 2010,
iv. Seminar Proceedings on National Seminar on 'Education for Eradication the menace of Drugs In North India' on 17 & 18 March 2012,
v. Seminar Proceedings on National Seminar on 'Genetically Modified Crops and Food Security' on 12 october, 2013.
vi. Seminar Proceedings on National Seminar on 'Teacher Education for Human Values' on 27th November, 2013.
vii. Seminar Proceedings on International Seminar on 'Yoga Education For Enhancing Quality in Teacher Education' on 20 &21February, 2015.

viii. Seminar Proceedings on National Seminar on 'Human Rights of Children' on 28 February, 2015.

ix. Seminar Proceedings on International Seminar on 'Healthy India Clean India' on 25 & 26 February, 2016.

4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.

The institution has a student council which is also known as Youth Service Club.

Constitution:

a. In order to have a spirit of doing service, the student council will also be known as Youth Service Club of the college.
b. All the students of the college will elect the office bearers of the student's council.
c. Students council will be headed by a lecturer in charge.
d. Office bearers of the Council will be President, Vice President, Secretary, Jr. Secretary and Finance Secretary.
e. Four students will be elected as executive members of the Students Council
f. The student's council will be representative of the students.
g. The student's council will organize the cultural progammes and will act as in charge organizing Talent search function and Youth festivals.
h. No students of the age more than 26 years can be elected as office bearers of the council.
i. The student council may forward the grievances and genuine demands of the student's to the principal.
j. In case of any grievance of the students one male and one female Office bearer of the council, preferably President / Vice President / Secretary will be in the grievance committee.

Major Activities:

a. The student's council organizes cultural programmes of the college.
b. The student council forwards the problems / grievances, if any, of the students to the administration.

Funding

The expenses for the activities undertaken by the council are funded by the college. The president / secretary of the Student Council are co-opted as member of Grievance committee.

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The following bodies have student's representation with activities:

a) Subject Association: Different Subject Associations are maintained in the college:
    i. English Association
    ii. Punjab Association

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      iii.   Hindi Association

      iv.   Math Association

      v.   Science Association

These associations held different competitions like Punjab Day Celebration, Hindi Divas, Teachers Day, Declamations contest, Extempore contest, Lohri, Diwali Celebration, Essay competition ,Celebration of National Mathematics Day and National Science Day etc.

      vi.   Planning Forum – Planning Forum celebrate National and International Day, World Heritage Day, Independence Day, Republic Day,

      vii.   Sports Association – The Association manages sports and games activities in the college. Annual sports meet is held every year by the sports association.

  b) Sadan Associations – There are 4 Sadan Association having one teacher incharge. They follow the responsibilities of weekly in the assembly. At the time of admission each students is allotted a Sadan. The purpose of the Sadan is to bring the students and teachers in close contact. The Sadans meet once a week, in the Sadan, the students undertake all the activities specified by their in charges. These are notified time to time. Sadans are named as :

1. Ravinder Nath Tagore Sadan
2. Bhagat Singh Sadan
3. Mahatama Gandhi Sadan
4. Rani laxmi Bai Sadan

Sadan periods are held regularly throughout the year.

Proposed activities followed by Sadans – Identification of Good Speakers, to maintain communication skill of students, identification of good writers, campus cleanliness, quiz competition based on B.Ed. course.

At the end of the session the best Sadan is declared on the basis of participation in activities.

C) **YSC / Student Council** – To manage the cultural activities Youth Service Club is the student council. In the institution the organization of all co-curricular activities are entrusted to the council. It has five office bearers, President, vise-President, secretary, joint_ Secretary, Finance Secretary and two other members, Functions like Talent Search etc. are organized by them.

D) **Women Cell** – For the upliftment and empowerment of women there is a women cell. To avoid any kind of hardship and distress is included under its purpose. It has Patron from managing body, one co-coordinator, two Staff members and three students members.For the redressal of grieviences time to time meetings are held.

E) **NSS**- To inculcate the values among the students like selfless service, co-operative concern for others, altruism, college has its NSS unit having 100 volunteers. NSS unit organizes different unit activities and camps from time to time. The various activities carried out by NSS volunteers throughout the sessions. Campaign on drug abuse, AIDS, Environment problem, campaign against Social evil. 7 days camps are organized. These are self financed camps.

F) School Experience Captains – During the teaching practice in schools, school wise captains duties are assigned to students. Their responsibilities are to prepare timetable with the help of their teacher in charges and other activities concerned to school practice.

G) Press Club- Press club is maintained in the college for compilation and reporting of different activities in the college to press and other records. It is headed by Asst.Prof. Ms. Poonam Midha.

H) Campus – Sub - Committee- To advice and mange campus development and beautification activities there is a Campus – sub – committee. It has student members and 2 staff members.

Staff Members

1) Mr.Hanuman

2) Ms. Harmeet Kaur

Students

1)Heena

2)Abhinav

I) Discipline Committee- To maintain discipline,

 the discipline committee is here in college.

6. **Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?**

Yes,The college gets feedback Performa filled from the students and uses it for the improvement of the programmes of the college and its growth and development, again feedback Performa are got filled when they pass out and came for collecting their DMC'S.

5.4 Best Practices in Students Support and Progression

1. Give details of institutional best practices in Students Support and Progression ?

a) **Title of the practice:**
   Facilitating all students.

b) **The context that required initiation of the practice:**
   It was felt that only a few students get the facilities of book bank get infrastructure, and library books issued, similarly only a few students get the scholarships and only talented students get the opportunity of participate in activities while those who can develop talent do not get the opportunity. The facilities for students support and progression should be given to all.

c) **Objectives of the practice:**
   i.   To give the facilities to all students.
   ii.   To exhort all students to participate in activities.

d) **The practice:**

   The college provides the facility of book bank to all students and purchases the needed books, if needed, to provide facility to all students. Similarly, if any infrastructure is needed to be added. At the time of admission all students are guided for the scholarships they are eligible. Guidance is provided for filling the form and also for preparing the needed annexure. All students are persuaded to participate in activities and a special programme arranged for those who could not participate.

e) **Obstacles faced in any and strategies adopted to overcome them:**
   The background of the students is poor financially as well as academically. The college provides them the proper guidance with patience and spending time.

f) **Impact of the practice:**
   The students, who have never participated in their life in activities, start coming up with efforts of the college and become confident. Almost all the students get all the facilities of the college, like book bank, last year students got scholarships worth Rs. 8 lakh. This year the number and the amount is likely to increase.

g) **Resources required:**
   Helpful attitude of the principal, the admission committee, the staff, the librarian and above all the office superintendent, more books and infrastructure as per the requirement of the students and an opportunity for those who could not participate.

h) **Contact person for further details:**
   Principal Dr. R.P.Asija, Principal, Maharishi Dayanand College of Education, Abohar, Mobile:- 098556-07157, 01634-232240.

Dr.Anurag Asija,Assistant Professor, Maharishi Dayanand College of Education, Abohar, Mobile:- 98141-59727, 01634-232240.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?**

A. **Student Progression**

   - Pass percentage is 100%
   - Dropuot rate is 0-1%
   - 45% students go for higher studies
   - Institte is organising orienration,seminars, confrences, talent search functions for developments of students.

B. **Student Support**

   - Teacher act as mentor in the ratio 1:10
   - Subject association, tutorial groups, suggestion box are the components of grievance reddressal mechanism.
   - Institute is taking proper care for ensuring the students competency to begin practicing teaching.

C. **Student activities**
   - Students are encouraged to participate in community activities and services.
   - Students participate in various universities level competitions and win prizes.
   - Alumni association is active.
   - College magazine published regularly.

D. **Best practices in student support and progression**

   - Talent hunt programes
   - Students participation in extra and co-curricular and community activities.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?**

This year a very large no.of students that is 59 in B.Ed. and 30 in D.El.Ed. have been admitted without fees .The college has not charged fee in anticipation of reimbursement from the Govt. through the college has not yet received any amount from the Govt. The college has provide this facility to the students.

Governance and

Leadership

Maharishi Dayanand College of Edcuation

**P.O.Box No. 14, Near BSF, Hanumangarh Road,
Azimagarh, Abohar-152116 (Punjab)**

CRITERION VI: GOVERNANCE AND LEADERS

6.1 Institutional Vision and Leadership

1. **What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?**

Vision

To develop a leading institute for research and development having courses producing professionally trained teachers with global teaching competencies as well as values.

Mission

To provide quality education of global standards with latest .Technology inculcating values and patriotism and channelizing the energy of youth in the right path of service and sacrifice for the nation and the society. To do action research and research for promoting higher standards of teacher educations.

Objectives

To realize the vision and mission the college has objectives:

i. To impart quality teacher training to the teacher trainees.
ii. To impart knowledge and training of latest technology for teaching.
iii. To develop values of a good teacher, good human being, a patriot and a true Indian.
iv. To develop the infrastructure befitting of a quality teacher education institute.
v. To make optimum and effective use of existing resources — the human resources as well as infrastructure.
vi. To arrange programes for the all round development of personality of the teacher trainees.
vii. To stimulate social and national integration.
viii. To educate for eradication of evils.
ix. To keep aloof the torch of knowledge kindled by Maharishi Dayanand , that is, to dispel the darkness of ignorance and to spread knowledge for the well being of all, that, physical, moral, social a id spiritual development.

These missions, values, objectives and vision of the institute are published in the prospectus and placed on the notice board and also on a Separate flex board for the purpose so that teacher trainees and teacher educators know these and act accordingly.

Values:

i. Fostering global teaching competencies among teacher train.
ii. Promoting the use of technology and education technology.

iii.   Inculcating values among teacher trainees.

iv.   Contributing to National Development.

v.   Create quest for knowledge, development and excellence

2. **Does the mission include the institution's goals and objectives in terms of addressing the needs of the society; the students it seeks to serve, the school sector, education institution's traditions and value orientations?**

Yes, the missions include the institute's objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector and traditions and values of a teacher education institute.

3. **Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG etc).**

The secretary Mr. Baljinder Phutela is himself associated with and heading Punjab Technical University's centre for computer education and the management education. The Cashier Sh. Sohan Lal Jhamb, has a long experience of teaching and heading educational institute as he is a retired principal an lecturer of Government Senior Secondary Schools. Mrs. Raj Rani has been a principal of a high school affiliated to Panjab School Education Board.

The management always exhorts the faculty for effective and efficient transaction of teaching learning. The management gives free hand to the principal and the faculty for betterment in teaching learning techniques. The college faculties have staff meetings as well as representation on the management as two staff representatives are on the managing body of the college. The college has IQAC (Internal Quality Assurance Cell). There are committees Academic Committee, sports Committee, Assessment Committee, Seminar Committee, organizing committee. The college has a democratic management. All the members of the governing body educated and a majority belongs to the field of education.

4. **How do the management and the head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?**

    The college has following 4 systems for ensuring that the responsibilities are defined and communicated to the staff.

i.   At the time of organization of each activity, a notice assigning duties is circulated amongst staff. This notice also assigns duties and responsibilities.

ii. A committee meeting is conducted by the organizing committee for the function or activity: In it, the responsibility and duties are assigned and details, modalities, requirements are discussed and ensured.

iii. The meeting of the organizing committee is followed by staff meeting in which again the college ensures or reviews that responsibilities are defined and communicated.

iv. There is a duty register in which expectations from each employee, duties and points to be kept in organizing any activity ranging from classroom to organization of seminar and university competitions are written. It ensures that the responsibilities are defined and communicated.

5. **How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc) is available for the management to review the activities of the institution?**

   (a) The college maintains an activity register in which most of the activities are recorded. Twice in a year, the register is shown to the management to review the activities of the institution. The head keeps in constant touch with the activity register.
   (b) News of the most of the activities is published in newspaper through which the management comes to know the activities which can be reviewed at the time of meeting of the management.
   (c) The principal acts as a permanent liaison between the college and the management and keeps on informing the activities of the college to the management.
   (d) The principal, the office and the staff maintains the relevant files and the relevant data. The principal himself reviews the activities for the improvement of the institution and also passes on the relevant information to the management.

6. **How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?**

The staff, the head and the management has identified following two barriers in achieving the vision/mission and goals:

(a) The procedure of admission adopted by the admission cell notified by the government is too slow and this causes delay in admission and hence loss of working days.

(b) Only 100 seats in B.Ed.and 50 in D.El.Ed cause financial scarcity for additional growth.

7. **How does the management encourage and support-involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?**

The management encourages the staff by providing proper grade, service security, conducive environment, salary at proper time, conveyance facility and P.F. etc and the management gives proper respect, regards and free hand to the staff which encourages the staff. The Principal exhorts the staff to use the teaching methods which cause effective learning. The institution has an academic calendar and an activity calendar which provides efficiency to the staff for organization of the various activities and the programs of the institution, the staff gets honor as in charges and the report of the activity is got published in the newspapers which also includes the name of the staff and the staff is encouraged.

8. **Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.**

Role of the principal, who is head of the institution, is of utmost importance and is being performed sincerely by the principal. The principal, Dr. Ranveer Pratap Asija is M.Sc. (Hons.) in Botany, M.A. History, M.B.A, M.Ed. Ph.D. (Education) and has an experience of 35 years of teaching/educational administration. Some of the roles played by the principal are as follows:

❖ **Governance and management of the curriculum:**

    i.   The principal acts a role model.

    ii.   In the field of curriculum, the principal keeps on persuading the faculty members to teach with interactive methods; make use of educational technology and technology in teaching and always keep on pursuing academic and professional growth. He himself explains and presents microteaching skills in an interesting and practical way.

    iii.   He gets the syllabus distributed week wise along with the planned/proposed teaching method and teaching aids and exhorts the staff to resort to innovative methods/non conventional methods and ICT based methods.

    iv.   He organizes the seminars in the college at the national and Intrernational level.

❖ **Administration**

    1.   He is one of the members of the selection committee for the selection of the staff.

    2.   He is present in the college from 08:45 AM to 5 PM to work for the college and to supervise the working of the teaching and the non teaching staff and the students.

    3.   Whenever, someone - staff or student shows the tendency to shirk work, the principal persuades him to justify the responsibility assigned to him.

    4.   He co-ordinates the classroom tests, house examinations, skill in teaching practice, skill in teaching examinations, practical examinations, final examinations and comprehensive evaluation of the students.

❖ **Allocation**

    i.   The principal proposes and get prepared the time table for importing learning to the students.

    ii.   The principal prepares academic and activity calendar for the all round growth of the students and allocates duties for their purpose.

    iii.   The principal allocates the duties assigned to the staff and the office bearers of the associations of the students.

    iv.   The principal allocates the duties and assignments for the faculty and the students for the organization of the functions, cultural programmes, extension lectures, seminars, national seminars and International seminars, conference etc.

❖ **Utilization of Resources**

    i.   The principal gets the infrastructure & resources needed for the students purchased, checked properly entered in stock register and placed in the proper lab.

    ii.   The principal motivates the staff and the students for utilization of resources by getting their lists placed at proper places and by issuing guidelines making the utilization of teaching aids necessary during their teaching practice.

6.2. Organizational Arrangements

1. **List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.**

    a) Orientation Committee manages the orientation to be given to the students in the beginning of the session. Last year, in its meeting it made the decisions that:

    i.   The orientation is given to the students on the very first day of the session.
    ii.   The students are given orientation regarding the activities the students are expected to take part and the opportunities available in the college.
    iii.   The orientation regarding the staff qualification and achievement of the staff and the various assignments held by them in the college as in charge be given by the principal.
    iv.   The orientation regarding the different subject associations and the curriculum including theory and practical is given by the lecturers in their respective fields and subjects.

    b) Seminar Committee:

    i.   The seminar committee meeting decided to organize three types of Seminars:
    ii.   Seminars by students
    iii.   Seminars at college level by the staff and for the staff.
    iv.   Seminar at state level of nearby colleges.

    Then the committee met in the second meeting and decided that The college should organize two national seminars and one international seminar. In another two meetings, the details of organization of seminar on the theme of 'Human Rights', 'Make in India-Technology and Innovation' & 'Healthy India Clean India' were discussed and duties were assigned.

    c) Academic Committee:

    Academic committee held meetings and decided that the staff should divide the syllabus to be taught week wise so that there is co-ordination between different teachers and syllabi are properly reviled. It is also decided that the lecturers should make use of ICT and interactive methods, technology, educational technology and teaching aids while teaching and these strategies be mentioned in the planning in the form of distribution of syllabus. Academic committee decided the time table, the various subjects to be taught by lecturers and the duration of the working hours. A calendar was formed by the academic committee.

    Finance:

    The College has amalgamated fund or A.F. which is controlled, managed and utilized by the A.F. committee consisting of the principal, two staff members and a student

representative. Other finances are also controlled by the managing committee as suggested by the staff committee. The management makes decision to deduct and contribute P.F. and the scale or the basic pay of the employee.

Infrastructure:

Whatever educational material is required by students or the staff is procured by the college. The students can put the demand through suggestion box. The staff can directly put a note to the principal who is empowered to purchase the educational material, books, journal, teaching aid, CD etc. The academic committee also updates the infrastructure. The academic committee decided to subscribe more number of educational journals and these were subscribed accordingly.

In staff meeting, the staff decided the college should purchase digital movie camera so that the students can be video filmed while delivering micro and macro lessons. The staff also decided to have LCD projector for use during teaching.

Faculty:

The decisions regarding distribution of assignments to faculty members are taken in various staff meetings by the staff. The academic committee decided to hold refresher seminars for the benefit of new faculty, that is; the senior faculty providing orientation to the junior faculty in seminar and extension lectures.

Research:

RDC (Research and Development Committee) of the college decided in its meeting to organize staff seminars on research. The RDC decided to persuade the eligible lectures to enroll themselves for Ph.D. RDC also endorsed the decision made by the academic committee to subscribe more educational journals. and get the number of educational journals increased to 25 so that the faculty is updated in the field of research. RDC of the college has decided to start educational research which is started in 2013 and this practice is still continuing. RDC also takes decisions regarding extension work.

Linkage:

The college is linked with under M.O.U :-

1)D.A.V College of education , Fazilka

2)Hans Raj Memorial College Of Education, Bajakahana.

3)Murti Devi Memorial College Of Education, Matili (Rajasthan)

Staff of these colleges are sharing Library Resources, Staff Exchange Programme, participation in seminars, Conferences etc.

Examination: The decision regarding examinations, assessment, classroom tests and make up tests were taken by the staff in the staff meeting during the last year. It was decided that house examination be conducted in November 2015 and in April 2016. The practical examinations should follow after the theory exam in December and April house test; practical exams may be on the some dates after the timings for the theory examination.

2. **Give the organizational structure and the details of the academic and administrative bodies of the institution.**

Academic Committe Consisted of:-

1.Convener- Ms.Poonam Midha, Asst Prof.In Hindi

Members:- Dr.H.S.Chahil, Asst. Prof. in Punjabi

Mr.Vishal Deep Gupta, Asst. Prof. in Mathematics

Mr.Suresh Makkar, Asst. Prof. In English

Seminar Committee consisted of:-

1. **Convener-Dr.Anurag Asija**
2. **Members-** Mr. Sunil Dholia

Ms.Harmeet Kaur

Ms.Neetu Chugh

RDC Consisted Of:-

1. **Convener-Dr.Anurag Asija**
   Members:- Mr.Vishal Deep

Ms.Poonam Midha

Ms. Neetu Chugh

Mr.Sunil Kumar

A.F.Committee:-

1. Convener- Principal

Members:- Dr.Anurag Asija

Mr.Vishal Deep Gupta

Ms.Poonam Midha

President Y.S.C

3. To what extent is the administration decentralized? Give the structure and details of its functioning.

The working of the college is almost fully democratic and the management has helping attitude and policy of encouragement instead of interference. The management of the college delegates the powers with the delegation of responsibilities. The staff takes its own decisions under the guidance of the principal and the decisions taken by the principal and the staff is honored by the managing committee.

The principal has formed various committees and the decisions are taken and implemented by the staff. The management is faculty friendly and student friendly persuades the faculty to be student friendly. The students are involved in the administration through the Students Council or the Youth Service Club, subject association like Science-Math association, Social Sciences Association (Planning Forum), Hindi Association,. Punjabi Sahit Sabha, and English Association, NSS Association and representation on the women cell and AF committee. Special committees are formed for the organization of Athletic meet and tours and picnics.

4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The college collaborates with other colleges of education and school personnel etc. in the following ways:

A) The college is a member of Association of self financing B.Ed. colleges.

B) The college is member of Council for Teacher Educators, All India Association for Educational Research, Punjab University Publication Bureau and All India Principals' Association.

C) The college collaborates with school personnels of the practicing schools by sending them letters for teaching practice and thanking for their co-operation in the past. Then the principal rings them their feedback. The heads/teachers are given a feedback which helps the college to improve the quality of teacher trainees and their teaching. The principal visits the practicing schools in order to improve the quality of educational provisions. The heads and teacher of the practicing schools- are also invited to act as external examiners in the final university examinations and their feedback and suggestions are also obtained at that time. During the teaching practice, the teacher trainees organize a cultural program in the school in addition to their normal teaching schedule. The schools heads and teachers are also invited to attend the national & international seminars and other functions organized by the college and they get opportunities to give suggestions and feedback.

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

The feedback from the students and school heads is read and analyzed by the principal and the staff. The school teachers gave feedback that some of the teacher trainees merely show the teaching aids but do not develop their lesson using the teaching aids. The feedback was used in the

performance improvement. Similarly, the schools gave feedback that some students select topics of their choice and do not teach the chapters or the topics next to the chapters or topics already taught by the school teachers. The feedback was used and the teacher trainees were asked to teach the topics of the syllabus next to the syllabus already taught. They were made to understand that they are not expected to teach only the topics which they consider as good ones but make their teaching good, the better and the best in each and every topic using proper questions, teaching skills, teaching aids, teacher and student activities and proper explanation.

6. **What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill Shari ig across departments' creating/providing conducive environment).**

   a. The institute arranges orientation program for the staff by the staff. The senior staff orients the junior staff regarding the syllabus, the activities undertaken by the college and the practical. Then the college arranges seminars of the staff for the staff on the topics of importance and of use more than that of other topics. The college organized staff seminars or teaching skills and the research methodology. This leads to co-operation, sharing of knowledge, innovations and empowerment of the faculty. Some other measures taken by the college to create conducive environment for sharing of knowledge and for empowerment of the faculty are the following:

   b. The good articles in 25 educational journals subscribed by the college are circulated

   c. National Seminars and International Seminars were held by the college on 25-26/02/2016, 08/03/2016 and 22/03/2016.

   d. The staff is persuaded to continue further studies and the professional growth. The staff is also facilitated for this purpose. In the short span of the college, lecturers (Dr. Anurag Asija) completed research work and awarded the degree of Ph.D. Two Lecturers (Mr.Vishal Deep and Ms.Poonam midha) are enrolled in Ph.D. Four Lecturer Dr. Anurag Asija, Ms. Poonam Midha, Mr.Sunil Dholia & Mrrs. Harmeet Kaur passed their post graduation in English, Sociology, M.A(Education) respectively and they were already M.A,M.Ed. or doctorate.

   e. The college sponsors the lectures to attend seminars in other colleges and grants them duty leave, TA/DA and delegation fee, secretarial assistance and internet facilities for the papers.

   f. The college subscribes to 25 educational journals and has a grand library for knowledge empowerment of the faculty and the college offers to subscribe to any other journal or purchase any book needed by the faculty.

6.3 Strategy Development and Deployment

1. Has the institution an MIS in place, to select, collect align and integrate

data and information on academic and administrative aspects of the institution?

Presently the college is using Microsoft office. Further, software projects are in process and are likely to be used this year.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The college makes a provision of some amount in the budget for miscellaneous expenditure which also includes unforeseen expenditures which can accommodate the changes in the action plan. Donations and miscellaneous income also enable the college to meet unforeseen expenditure, if any, due to change in action plan.

3. How are the resources needed (human financial) to support the implementation of the mission and goals, planned and obtained?

The college has already employed the needed human resources to support the implementation of the mission and goals. They were selected and appointed by advertising the post in national level newspapers and the selection was by a panel of experts of committee duly constituted by Panjab University, Chandigarh. The financial resources are planned in the form of budget based on past experiences and balance sheets and income expenditure statements of previous years. They are obtained through fees, interest on investments, book bank, maintenance charges, prospectus charges, consultancy fees and donations against the proper receipts,

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

The academic plan is developed by discussing the academic plan of the last year in a academic committee meeting followed by discussion and improvement in the staff meeting this discussion is based on the mission and objectives of the institution, the academic calendar of the university and statutes and directions of other statutory bodies.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The objectives are communicated by publishing them in the prospectus, displaying them on the web, placing them in staff notice file and by having a flax board for this purpose. Moreover, these objectives are communicated in the staff meeting and the staff is reminded of these by the principal and the management.

6. How and with what frequency, are the vision, mission and implementation plans monitored, evaluated and revised?

Vision and mission are monitored through the activity calendar and activities of the college. These are evaluated annually and revised only if needed. The implementation plans are in the continuous process of evaluation and revision through various meetings of the management and through various meeting of the staff committees and of the staff.

7. How does the institution plan and deploy the new technology?
The planning and deploying the new technology has already been discussed in 4.6.2.

6.4. Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

The faculty development needs and career progression of the staff are identified by the management and the principal on the basis of following guidelines:

a. The mission and objectives of the college.

b. The mandatory requirements and guidelines issued by the statutory/educational authorities from time to time.

c. The principle of continuous professional growth that "A teacher cannot teach truly unless he continues to learn himself".

d. The competence and requirements needed by the global changing scenario.

2. What are the mechanisms in place for performance assessment it (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

  i.   For the performance assessment of faculty and staff.

 ii.   Self appraisal report is got filled by each faculty member.

iii.   Feedback Performa regarding the faculty and the institute are got filled from the students. These are used for giving suggestions to improve teaching and service of the faculty.

 iv.   The faculty is asked to update the achievements from time to time which in itself serve as an instrument to improve teaching, research and service of the faculty.

  3. What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation).

The college provides the following staff welfare measures:

A) PF is contributed by the management for the faculty members. This staff well being contribution of the management has led the faculty members to continue in this college since their appointment and for a long period.

B) Each non teaching member staff is provided two cups of tea daily by the College.

C) The faculty members have been given sixth pay commission as per UGC.

D) Conveyance expenditure is reimbursed to the staff members.

E) Non teaching members are advanced loans whenever for their well being.

F) The faculty is offered the facilities of books, Journals, subscribing new journals, purchasing new books or needed psychological tools or tests for the professional growth.

G) Mrs.Alka and Mrs. Geeta were granted maternity leave with full pay allowances.

H) The faculty members are given the facilities of duty leave, TA/DA etc. for attending seminars and presenting papers there in for their professional growth.

4. Has the institution conducted any staff development programme for skill up gradation and, training of the teaching and non-teaching staff? If yes, give details.

It has already been discussed in 6.2.6.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc)?

The requirement of the faculty is planned and decided on the basis of four factors that is:

A. The distribution of seats of the college, that is, the college needs lecturers for the subjects whom the college has or the subjects of which the college has seats.

B. The rules of statutory and regulatory bodies.

C. The diversity of subjects, that is, the college should have diversity of subjects possible within limits of A and B stated above and within the limits of the budget and the finances. The faculty is retained due to the staff welfare schemes already discussed in Para 6.4.3.

D. The college has a recruitment policy of preferring the recruitment of full time and regular faculty. Through NCTE has prescribed the qualifications of lecturers in a college of education as a M.A, B.ED 55% or M.A, M.Ed., The college has 3 docrates (Dr.R.P.Asija, Dr.Anurag Asija, Dr. H.S. Chahil), 2 M.Phil lecturer (Dr.Anurag Asija, Mr. Sunil Dholia), 5 NET qualified (Ms.Poonam Midha, Ms. Geeta, Mr. Ravinder, Mr.Vishal Deep, Mr.

Suresh Makkar) triple post graduated lecturers,(Dr.Anurag Asija is M.A. Political Science, English, M.Ed., M.Phil., Ph.D, Ms. Poonam Midha is M.A. Hindi, Sociology, M.Ed., NET, Mr. Suresh Makkar is M.A. English, Economics, M.Ed. ,NET). The Vacant Posts are advertised in 2 national newspapers. The selection is made by a panel of experts appointed by Panjab University, Chandigarh and their documents are sent to university for the approval. The college has 1 principal, 7 approved lectures according to the requirement policy of Panjab University for 100 seats. The college is in the process of appointed 6 more regular lecturers approved by the Panjab University for next batch. The lecturers are given salary in the UGC grade of 15,600-6000-39100 and services conditions as per the rules and as discussed in 6.4.3. The principal is in the grade pay of Rs.37,400-67000+GP 10,000. Thus the college is aligning with the requirements of the statutory and regularity bodies as well as providing good service conditions to the staff to their satisfaction.

6. What are the criteria for employing part-time/Adhoc faculty? How is the part-time/ Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

No, All the staff members are regular, appointed by the selection committee, appointed by the college.

7. What are the policies, resources and practices of the institution that support and ensure the professional development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc and supporting membership and active involvement in local, state, national and international professional associations)?

Professional development of the faculty has already been discussed in 6.2.6

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

I.   The staff has been provided with a well maintained staff room with attached toilet facility, sofas, table and almirahs.

II. In addition, the staff has second/additional well maintained and functional office for table work, study, research and for holding committee meetings.

III. The principal has a separate well maintained office with proper furniture for visitors, students and staff meetings and almirahs for files etc.

IV. The administrative office is separate and furnished with furniture, almirahs, computer, phone, fax machine, Photostat machine and internet.

V. The college has intercom facility which connects the principal, the office, the staff room, the second additional working office for the staff, the canteen, the computer lab and the psychology lab.

VI. In winter, the staff has a grassy lawn for sitting in the warmth of the sun.

VII. The college has a generator which serves as 24 hours power supply.

VIII. The college has its own water purifying system. Internet is available 24 Hours in 14 computers.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

The faculty can make complaints, if any, to the principal or to the secretary of the governing body directly. The same facility can be used during staff meetings. Since most of the decisions are carried out by the faculty, therefore the faculty is already well informed. The circulars/letters of the university, if related to the staff are properly placed in the staff file. A staff file is permanently placed in the staff room and all the notices are pasted in that staff file as well as on the notice board. The staff has a grievance redressed cell as well as women cell and complaint, if any, can be well communicated to these cells for redressal. The atmosphere of the college is faculty friendly and students' friendly and still no occasion of complaint has ever arisen.

The students and parents can get information through prospectus and website of the college, www.mdcollegeabohar.com. The college has two notice boards on which notices are displayed for information of the students. Information is also disseminated in the morning assembly and in the gatherings for the functions in the auditorium. The letters regarding attendance, awards in house tests and the position secured in house tests are also posted to the parents of the students who get information about their wards. The parents are invited in parents teacher meet for getting any information for communicating any information or the suggestion. The news of the activities is published in the newspaper and the college magazine for information of the faculty and the

stakeholders. The relevant news is also pasted on the college notice board for information of the stake holders.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The faculty is made clear that they are expected to stay for at least 6 hours in a day on all working days in the college to teach for 24 periods in a week of 6 working days and also expected to take active part in all co-curricular activities of the institute as well as continue their professional growth. Since the college has sufficient staff, the faculty members are not allotted 24 periods but the lesser number of periods in the week. The college has a good practice of not leaving any period vacant due to any faculty member on leave or duty leave but adjusting that vacant period to be taught by some faculty member. So the faculty members are engaged in teaching adjustment periods. All the faculty members are involved in organization of functions, seminars, teaching practice in schools, National Seminars and the university Zonal Youth festivals. They are actively involved by the principal in preparing the students for Intra College as well as inter college skill in teaching competition and preparation of teaching aid competition.

They are persuaded by the management and the principal for their professional growth and truly they have grown professionally as evident by already explained in 6.4.5. The college has a practice of continuous comprehensive evaluation and each teacher is entrusted to assess students in his/her field and Ms.Poonam Midha and Mr.Vishal Deep are performing duties as in charge of assessment.

The college students are divided into 4 tutorials or Sadans headed by one college lecturer as mentor. The faculty members who are placed in the position of an in charge/convener or member of a committee are encouraged to show performance. All lecturers are made supervisors during teaching practice in schools. They act as in charge of teacher trainees for teaching practice as well as for organization of functions in the schools by teacher trainees.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The good work done by the staff is appreciated by the principal and the management and achievements of the staff as well as students and improvement in qualifications of the faculty are shown in the prospectus and the magazine.

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of source of revenue and income generated.

The institute does not get any financial support from the government. The college generates income from the fees, Received Grants from PSCST(CHD.), ICSSR(NEW DELHI), NHRC(NEW DELHI),P.U.Chd. for the National and International seminars, donations from the society, from the book bank, from the interest of FDs, from the sale of prospectus and from consultancy.

2011-12

Book Bank Rs.	74400.00
Interest Rs.	230429.00
Prospectus Rs.	50000.00
Misc. Income Rs.	29306.00

2012-13

Book Bank Rs.	56800.00
Interest Rs.	193384.00
Prospectus Rs.	20470.00
Misc. Income Rs.	100.00

2013-14

Seminar Grant	53900.00
Federation Grant	40000.00
Book Bank Rs.	30300.00
Interest Rs.	183318.00
Prospectus Rs.	20000.00
Misc. Income Rs.	200.00

2014-15

Seminar Grant	272500.00
Federation Grant	286545.00
Edu.Research	33000.00
Donation	27400.00
Book Bank Rs.	36800.00

Interest Rs.	183318.00
Prospectus Rs.	20000.00
Misc. Income Rs.	16790.00

2. What is the quantum of resources mobilized through donations? Give Information for the last three years.

Quantum of resources mobilized through donations have been listed in the above stanza.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Operational budget is so designed that it is adequate to cover the day to day expenses. However, whenever needed the governing body members are ready to either give donations or give loans.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning resources allocated during the current year, and excess/deficit).

Budgets are enclosed as Annexure. Income expenditure statements are enclosed as Balance Sheets.

5. Are the accounts audited regularly? If yes, give the details a' internal and external audit procedures and information on the outcome last two audits (major pending audit paras, objections raised and dropped).

The accounts of the college are maintained regularly and properly. Salary is paid through advice and credited into the accounts of the employees. Payments are made through account payee cheques. The accounts are checked by the staff who purchased, then by the accountant, then by the principal, then by the management and then are audited by the Chartered Accountant thoroughly. Since the accounts are carefully maintained, therefore /C.A., after the audit, has found no lapse and hence no objection was raised and no audit Para is pending.

6. Has the institution computerized its finance management systems? If yes, give Details.

The accounts are computerized and maintained in tally accounting and audited by the C.A.

6.6 Best Practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

H. Title of the Practice:

Democratic Governance (Delegation of Power and sharing Responsibility)

I.   The context that required initiation of the practice:

The governing body of the college feels that the college should be faculty friendly and student friendly and the faculty should be student friendly. Therefore the powers should be delegated to the faculty and the responsible students and they should feel that the delegation of power means sharing responsibilities also.

J.   Objectives of the practice:

a) To have a faculty friendly and student friendly governance.
b) To delegate powers to the faculty and the students.
c) To develop a sense of sharing responsibilities amongst the teacher educators and the teacher trainees.

K. The Practice:
The management of the college had in mind the objectives stated above. Therefore the management delegated the powers to the principal and the faculty members and conveyed that it expected the principal and the faculty to have powers with a sense of responsibility for enhancing the quality of education and developing the personality of the teacher trainees. It also conveyed that the teacher trainees be fully involved in the governance and leadership.

L. Impact of the Practice:
The principal and the faculty have the financial management. The principal conducts staff meeting and decisions of the staff meeting are implemented by the staff itself. The faculty gets the required

funds to conduct the seminars and the functions and to attend the seminars in other colleges and universities. The principal persuades the faculty to be student friendly and the students form subject associations and organize functions in a democratic way developing qualities of leadership.

Resource Required:

(a) Finances

(b) Willingness of the management to delegate powers

M. Obstacles faced if any and strategies adopted to overcome them

1. The staff does not care for the excess expenditure

2. A staff member delimits himself/herself to his/her own duty and does not think of

   the other related duties.

To overcome these obstacles, the principal has to work hard and fill in the gaps.

N. Contact Person: Dr. R.P. Asija, Principal, Mobile: - 098556-07157

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?**

GOVERNANCE AND LEADERSHIP

Institutional vision and leadership

- ➢ The management is focused to achieve its vision and mission.
- ➢ The president appoints principle, to provide the academic leadership.
- ➢ Management provides incentives to the staff for improvement and effectiveness of instructional process.

Organizational arrangements

- ➢ Principles forms different committees and delegates all powers to the chairman of the committees to further all responsibilities to faculty members with accountability and commitment.
- ➢ Internal coordination is ensured by the principle.
- ➢ Organizational structure is horizontal; role specifications could be better specified.

Strategies development and deployment

- ➢ Principle involves the faculty for strategies planning.
- ➢ Academic development plan is discussed in academic committee.(Suggestion from faculty are considered.)
- ➢ Management information system could be more clearly specified.

Human resource management

- ➢ The institution is taking welfare measures like P.F, Loans etc. for the staff and faculty.
- ➢ Performance evaluation of teachers by students is initiated.
- ➢ Selection of teachers is made as per the norms of the state govt., universities and UGC.

Financial management and resource mobilization

- ➢ The institute generates funds from the fees, donation and interest.
- ➢ Accounts are well maintained and audited regularly by the auditors.
- ➢ Financial system is computerized.

Best practice in governance and leadership

- ➢ Thrust on human resource development, decentralization, including responsibility, commitment and accountability among staff and students.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?

Duties of teacher were made better specified.

Criterion – VII

Innovative Practices

Maharishi Dayanand College of Edcuation

P.O.Box No. 14, Near BSF, Hanumangarh Road,
Azimagarh, Abohar-152116 (Punjab)

Criterion-VII   Innovative Practices

7.1 Internal Quality Assurance System

7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the institution has sound Internal Quality Assurance Cell (IQAC) established in year 2007 headed by the principal of the college. Dr. Anurag Asija is the coordinator of the said cell. Mr.Suresh Makkar, Ms. Poonam Midha and Mr.Vishal Gupta are executive members and all other Assistant Professors are the members of IQAC.

IQAC prepared the mission and vision, academic calendar and the activity calendar of the institute and it keeps vigil on all activities in order to maintain quality as per NAAC guidelines. Special attention is given to use of interactive methods and organization of seminars to enhance quality of teaching and learning process. It also undertakes the purchase and maintenances of infrastructure. IQAC arrange meetings time to time to maintain the internal quality in all activities.

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

IQAC prepare academic and non-academic activities calendar in advance after taken into consideration the vision and mission of the institution. Non compliance with above said practice is dealt with strictly. The performance can be gauged from activity register. Generally, IQAC meeting held once a month to review the performance and for future planning.

7.1.3 How does the institution ensure the quality of its academic programmes?

The faculty members are asked to use ICT based material in the class-room to face the challenges put forward by globalization. Teachers were and are making use of computers, LCD Projector, OH-Projector to make academic programs more result oriented. Emphasis is also given on project method,Discussion and interactive teaching.

7.1.4 How does the institution ensure the quality of its administration and financial management processes?

Usually staff meetings are held before, during and after each major activity like International or National Seminars, youth festivals participation, House Tests, Athletic Meet and any other such event. Thus, apart from evaluating the performance of particular event, in meeting financial inflows and outflows of resources also taken care of.

7.1.5 How does the institution identify and share good practice with various constituents of the institution.

Students:- They are given an opportunity to give feedback on various issues like quality of teaching, performance of teachers and so on. They are provided with feedback performas meant specially for this purpose. Suggestion box is specially installed to get their feedback. One suggestion box is also installed in library to give feedback on library issues or problems.

Students also share their views and good practices with the esteemed teachers and Management through suggestion boxes, through Sadans, through Subject associations and through the opportunity given to them in the form of 'SWOT' analysis, where they are asked to write the strengths, weaknesses, opportunities and threats.

Staff members:-They are given congenial atmosphere to speak about various problems (Professional problems, administrative problems etc). They are given freedom to speak for the betterment of the students and teaching learning process.

Management also arranges meeting with representative of students, teacher separately to know about various problems faced by them and give suggestions in that reference.

7.2 Inclusive Practices

7.2.1 How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum ?

In the beginning of the each Session the college principal asked staff members to take special care of special children and encouraged all for the inclusion of Exceptional Children.

As regards inclusion of Physically handicapped children college has given admission to one girl who is blind (year 2015-16), one girl who is physical handicapped (year 2014-15) and two students year {2013-14 (1 Girl & 1 Boy)}.To sensitize teacher trainees to issue of inclusion, college arrange Educational trip to **Jagdamba Andh Vidhalya, Tapovan Manovikas Vidhaylaya, Sri Ganganagar** and **Jagdamba Mook Badhir Vidhaliya,Sriganganagar** almost every year under the guidance of teachers. The aim to visit the institutions to sensitize the masses towards special children. College also organized National Seminar on human rights of children in which inclusion is one of the sub-themes of the seminar.

As regards inclusion of gender, the college has given equal opportunities to females for Education.

As regards education of special children, National policy and curriculum for these exceptional children are taken care of.

7.2.2 What is the Provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

The students were taught about the inclusion and exceptionalities till last academic year's curriculum. Children with special needs: meaning, types: gifted, delinquents, educationally backward children and their educational programmes, guidance programme for gifted & backward children in studies were some of the topics of academic plan for students in last year's syllabus. The syllabus has been changed now as per guidelines of NCTE in two years B.Ed course.

As regards gender differences, the college organizes and celebrates each year "International Women day" to sensitize students towards this sensitive issue. Seminars were organized time to time regarding human rights of women and children in the institution.

In college too, females are assigned equal tasks and given equal opportunities for development.

7.2.3 Detail on the various activities envisioned in the curriculum to create learning environment that foster positive social interaction active engagement in learning and self motivation.

Active Engagement in Learning & Self-Motivation

1. NSS Camp (7 days)
2. NSS Camp (1 days in college premises)
3. Celebration of Important days related to all religions in the Institution's Premises.
4. Celebration of all Festivals.

Activities envisioned in curriculum to foster positive social interaction:-

➢ Various learning theories, relevance and applicability of various theories of learning for different kinds of learning situation are the part of B.Ed Sem-2 syllabus.
➢ Class tests and House tests in every semester is the regular feature.
➢ Discussion in class-room on various academic & non-academic Topics.
➢ Project method/Assigning of Projects to students also given due emphasis.
➢ Culture of seminars in the class-room for effective learning & self motivation.
➢ ICT based activities are taken up to complete with challenges put forward by global economies.
➢ Students are encouraged to attend seminar and present paper.

7.2.4 How does the Institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?
        Already explained in 7.2.1.

7.2.5 How does the institution address the special needs of the physically challenged and differently-abled students enrolled in Institution?
▪ The college has provided infrastructure that ensures smooth movement of physically challenged and differently abled students. There are various ramps in college premises which helps in freely movement of children. Wheel chair is provided to special children for freely movement. This year 2015-16 (1st semester) college has made arrangement for writer for one B.Ed student who is blind.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and similar bodies dealing with gender sensitive issues) ?

The institution has a woman cell comprising following:-

Patron: - Mrs. Raj Rani, Member, Governing Body of the college.

Chairperson:-Miss Poonam Midha

Convenor:-Mrs.Kiran Bala

Member:-Mrs. Neetu Bala,Mrs. Harmeet Kaur

Student Member:-President/Vice-President of student council (Girls)

The women cell was formed in 2005 in order to handle and respond to gender sensitive issues like eve teasing, exploitation by any male including male teachers of the college. Women cell organize talk with

girls student of the college from time to time to educate them regarding their rights, what to do in case of emergency and so many issues relating to their welfare & security.

Males are also persuaded to give respect to female therefore there has not been a single case of harassment of females in the institution.

7.3 Stakeholder Relationship:

7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders ?

The stakeholders are provided information on Academic and Administrative performance of the institute by following means:-

1. The college's prospectus has detailed information on the location of Institution, courses offered, seats available, facilities provided, rules and regulations, attendance, compulsions, tentative examination schedule etc.
2. List of meritorious students with their snaps published in prospectus as well as college magazine.
3. Glimpses of activities taken up by the institution in the college magazine and prospectus.
4. All college activities like seminars, sports meet, celebration of important days birth anniversaries of Great man etc. are published in local and National News papers and University News (Educational Journal).
5. Information regarding Toppers of the examination and overall merit list also published in local news papers.

7.3.2 How does the institutes share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The college has system of getting feedback on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement.

1. Students are asked to fill in feedback performance Performas available with college.
2. Suggestion box put on in college premises.

7.3.3 **What are the feedback mechanism in vogue to collect, collate and data from students, Professional community, Alumni and other stakeholders on Program quality? How does the institution use the information for quality improvement?**
Students are asked to fill feedback performas available with college regarding the teachers and institution. Various shortcomings to be mentioned in that feedback performas by students apart from good practices in the institution. The heads of the various teaching practice schools also give feedback on quality of teaching practice pursued by students and discipline observed by them in the schools. Visitor dairy is also maintained which have some words from visitors those visited to college's functions. Alumni meeting also help to get some valuable suggestions from Alumni of the college. Feedback received from various persons helps to rectify the things and helps to maintain quality.

Additional information provided by institutions opting for re-accreditation.

1. How are the core values of NAAC reflected in various functions of the Institution?

Core values of NAAC reflected in various functions of the institution are as follows:-

- **Contributing to National development:-**The institution is contributing by producing 100 teacher trainees to be used by various educational institutions for teaching purpose thereby contributing to the progress and development of the country. The Institution also contributing by organizing NSS Camps and Sanitation drives with NGO's to sensitize the masses towards sanitation Thus, institution is contributing towards National development.

- **Fostering global competencies among students:-**Students are encouraged to use ICT based technologies to compete with global challenges. Uses of recent technologies like computers, Over Head Projector etc. are among those technologies. English language is given due emphasis to face the global competition by taking up four skills of language.

- **Inculcating a value system in student:-**Students are taught subjects four skills language like philosophy to inculcate moral values among them, got from philosophies of great men. The teachers also emphasis Indian culture, traditions and values to give direction to the lives of students.

- **Promoting use of technology:-**Use of computers, laptops, tabs, smart boards etc. in teaching-learning process to make teaching and learning more interesting and understandable. The institution encourages teachers and students to use maximum modern technologies to excel.

- **Quest for excellence:-**Healthy competition is infused in student to excel in field of education and in real life. The Practice of seminar is regular feature in the class-room for the students and outside class-room for teachers. The staff members are encouraged to present paper and write paper for publications in various seminars and journals of other institutions. The staff members also encouraged to pursue Ph.D , M.Phil and take research projects for excellence.

4. MAPPING OF ACADEMIC ACTIVITIES OF INSTITUTION

MAHARISHI DAYANAND COLLEGE OF EDUCATION

MAPPING OF ACADEMIC ACTIVITIES FOR THE SESSION 2015-16

Week-to-date mapping:

Week	Dates	Week	Dates
1	17-Aug to 22-Aug	21	18-Jan to 23-Jan
2	24-Aug to 29-Aug	22	25-Jan to 30-Jan
3	31-Aug to 5-Sep	23	1-Feb to 6-Feb
4	7-Sep to 12-Sep	24	8-Feb to 13-Feb
5	14-Sep to 19-Sep	25	15-Feb to 20-Feb
6	21-Sep to 26-Sep	26	22-Feb to 27-Feb
7	28-Sep to 3-Oct	27	29-Feb to 5-Mar
8	5-Oct to 10-Oct	28	7-Mar to 12-Mar
9	12-Oct to 17-Oct	29	14-Mar to 19-Mar
10	19-Oct to 24-Oct	30	21-Mar to 26-Mar
11	26-Oct to 31-Oct	31	28-Mar to 2-Apr
12	2-Nov to 7-Nov	32	4-Apr to 9-Apr
13	9-Nov to 14-Nov	33	11-Apr to 16-Apr
14	16-Nov to 21-Nov	34	18-Apr to 23-Apr
15	23-Nov to 28-Nov	35	25-Apr to 30-Apr
16	30-Nov to 5-Dec	36	2-May to 7-May
17	7-Dec to 12-Dec	37	9-May to 14-May
18	14-Dec to 19-Dec	38	16-May to 21-May
19	21-Dec to 26-Dec	39	23-May to 28-May
20	28-Dec to 31-Dec	40	30-May to 31-May

Academic Activities (row labels of the mapping grid):

- Admission
- Orientation
- Theory
- Tutorials/ Seminars
- Sessional Work - Tests & Assignments
- Practical Work
- Preparation of Internship: Demonstration/observation of lessons/ micro teaching/ simulations
- Practice Teaching/ Internship
- Co-Curricular Activities
- Working with community/ project work
- End - Term Examination

The grid marks the hours allocated per week to each activity using Roman-numeral style strokes (I, II, III). Owing to the density of the original scanned grid, the mark placements are reproduced below to the extent legible (I = one, II = two, III = three hours).

Activity	Weeks with marked allocation (best reading)
Admission	w1: II
Orientation	w1: II, I
Theory	w1: I; w2: II, I; w3: II; w4: III, II, I; w5: III, II; w6: III, II; w7: III, II; w8: II, I; w13: III, I; w14: III, I; w15: III, I; w16: III, I; w21: III, II, I; w22: III, II; w23: III, II; w24: III, II, I; w25: III, II; w26: III, II; w27: III, II; w31: III, II; w33: III, II, I; w34: III, II, I; w35: III, II, I; w36: III, II, I
Tutorials/ Seminars	w5: I; w7: I; w13: II; w14: II; w16: II; w21: I; w23: I; w24: II; w27: II
Sessional Work - Tests & Assignments	w2: II; w3: I; w16: III; w21: I; w23: II; w28: III, II; w29: I, II, III; w30: III, II; w35: III, II; w36: II
Practical Work	w6: III; w9: I; w14: II; w23: II; w30: II
Preparation of Internship: Demonstration/observation of lessons/ micro teaching/ simulations	w5: III; w14: III, I; w15: III, I; w16: II, I; w23: III; w24: III; w25: III; w30: III, II
Practice Teaching/ Internship	w9: III, II, I; w10: III, II, I; w11: III, II, I; w31: III, II, I; w32: III, II, I
Co-Curricular Activities	w1: I; w2: III; w5: III, I; w6: I, II; w7: II; w8: II; w9: I; w10: II; w11: I; w12: III; w14: II; w15: II; w16: II; w22: III; w23: II; w24: I; w25: I; w26: I; w27: II; w30: I; w33: III; w35: II; w36: I
Working with community/ project work	w7: III, I; w14: I; w25: II; w29: III; w30: I
End - Term Examination	w18: III, II; w19: III, II; w38: III, II; w39: III, II

Declaration by the Head of the Institute

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Dr. Ranveer Pratap Asija (Principal)

Head of the institution

Place:

Date:

BEST PRACTICES
OF THE INSTITUTION

Youth Festival Session (2015-17)

International Seminar " Welcome Committee"

International Seminar

International Seminar

International Seminar

International Seminar

Demonstration by Principal Dr. R.P.Asija

on International Seminar

International Seminar

Demonstration on International Seminar

Demonstration on International Seminar

Amritsar Tour

Mehandi Competition

Rangoli Competition

Tour/Excursion

Tour/Excursion

Table Tennis Competition

Athletic Meet

Debate/Declamation

Basant Panchmi Celebration

National Seminar

<u>Traffic Awareness Camp</u>
<u>Moral Education</u>

Dramatics

Book Realized On World Day To Combat Desertification

ANNEXURES

SCENARIO OF TEACHER EDUCATION IN PUNJAB

A Brief note on Teacher Education Scenario

As per the rules of the Punjab Government, for opening a college of education, 'No objection Certificate' from the Punjab Government is needed. So for getting NOC from Punjab Government the college fulfills the prescribed conditions. Based on report of the Inspection Committee by the Director Public Instructions (Colleges) Punjab, NOC was granted by the Punjab Government. Similarly, the college has to apply to the affiliating university, the Panjab University – Chandigarh, for NOC. The university team conducts the inspection and then NOC is granted. The college has to fulfill the conditions laid down by National Council for Teacher and a visiting team sent by NCTE visits the college. The report of the visiting team is considered by the committee of NCTE and accordingly the college is granted approval of NCTE which is sent to the Panjab University which sends and inspection team and the college is granted permission to appoint the staff. The college applies for a panel of experts to select the teaching staff for the college. Staff duly selected by selection Committee duly constituted by the Panjab University, Chandigarh. Then the inspection is made by an inspection committee sent by Panjab University and then the college is granted affiliation by Panjab University. After this the Panjab Government issues notification regarding the college. Only then, the centralized admission committee makes admissions to the college.

As per rules of the Panjab University, the eligibility condition for the appointment as principal is Post Graduate with at least 55% in a school subject B.Ed. and M.Ed./M.A. Education with at least 55%, Ph.D. in Education with teaching experience of at least 10 years in a college of Education. Nine lecturers are to be appointed for the post of lecturers, the candidate should be M.A/M.Sc./M.Com with at least 55% in a school subject, B.Ed. and M.Ed./M.A. Education with at least 55% and as per NCTE Keeping in view the quality the seven have qualified NET or equilant and duly selected by a committee duly,constituted by the university and duly approved by the university. The others should be M.A/M.Sc./M.Com with 50%, B.Ed. and M.Ed./M.A (Education) with 55% marks.

As for the rules regarding infrastructure, the state Government and the Panjab University adopts the rules of NCTE from time to time and may impose any extra/addition condition, for example, the Panjab University requires the college to deposit an F.D. of Rs. 8 lakh with the university in addition to depositing FDs of Rs. 8 Lac and 3 Lac with NCTE.

B.Ed. course is very much in demand because a no. of posts is lying vacant in different Government schools and also there are many private schools which needed trained and qualified teachers. 85% seats are for the residents of Punjab and 15% for the other State/All India Quota.

New Regulations have made B.Ed. a two year course. The syllabus has been changed. Public at large has not welcomed these changes. Topics of new syllabus are not clear. Books are not available and books suggested by NCTE are of foreign authors and not easily available. The staff is consulting the books and the internet for teaching.

Institutional

Academic

Calender

S.No.	Particulars	Date
1	Session Starts	1-Aug-15
2	Staff Refresher Programme-Research & Research Projects	6-Aug-15
3	Development/Self Evaluation Proforma by Staff / International Litracy Day	8-Aug-15
4	Staff Refresher Programme-Discussion/Deviding Syllabus	11-Aug-15
5	Staff Refresher Programme- Practicals	11-Aug-15
6	Staff Refresher Programme-Seminars Models of Teaching	20-Aug-15
7	Staff Refresher Programme-Workshops use of Teaching Aids	20-Aug-15
8	Staff Refresher Programme- NAAC	21-Aug-15
9	Distribution of Components of NAAC Acc., Activities, Time Table	21-Aug-15
10	Inauguration/Orientation of Students	22-Aug-15
11	1st Unit	23 Aug - 15 Sept.
12	Teachers Day	5-Sep-15
13	Hindi Diwas	15-Sep-15
14	Subject Association, OB, NSS Day	16-Sep-15
15	Notice/Magazine	16-Sep-15
16	Handwriting Competition (H,E,P)/Dignos test and handwriting	17-Sep-15
17	Workshop on English Speaking (Extention Lecture/CD) / Library Day	18-Sep-09 (Camp)
18	Shaheed Bhagat Singh Birthday - Patriotic Song Competition	26-Sep-15
19	Diagnostic Tests-H,E,P, remedial classes	26-Sep-15
20	Orientation Stimulus Variation Skill & BB Writing Skill	9/27/20015

21	Library Day	29-Sep-15
22	1day NSS Camp & B'Day of M.Gandhi &	2-Oct-15
23	Lal Bahadur Shastri (Communal Harmony Day)	2-Oct-15
24	Hawan Training, Mantras, CD-Mantras, National Blood Donation Day	6-Oct-15
25	Handwriting Improvement (Lect.&Compaign)	7-Oct-15
26	Parents Day	8-Oct-15
27	1st House Test	10-22 Oct
27	Orientation Teaching Skills (Introducing Q, Rein)	27-Oct-15
28	World Handicap Day- Visit to Andh Vidyalaya/Laws	3-Oct-15
29	Orientation Teaching Practice	3-Nov-15
30	Punjab Day (Folk Song/Geet/Gazal/Giddha)	1-Nov-15
31	Honour Students with more than 90% lectures & Toppers in House Exams	3-Nov-15
32	Lecture - Vegetarlanism	5-Nov-15
33	Exhibition of Teaching Aids	5-Nov-15
34	Teaching Practice	4 to 13-Nov, 2015
35	Van Mahotsava/Tree Plantation	6-Nov-15
36	Model Lessons	16-Nov-15
37	Anti-foeticide Day (Seminar, Poem Recitation)	20-Nov-15
38	Orientation Teaching Practice	3-Nov-15
39	Punjab Day (Folk Song/Geet/Gazal/Giddha)	1-Nov-15
40	B'Day Jhansi Ki Rani	16-Nov-15

41	National Integration Day (NSS)	19-Nov-15
42	Discussion Lessons & Listing Final Lession	18-Nov-15
43	Intra College Skill-in-teaching Competition	
44	World Aid Day	3,Dec,15
45	Feedback Proforma	5-Dec-15
46	Environment Day	5-Dec-15
47	Bulletin (Action Research/Feedback in the College)	
48	Computer Camp, NSS 10 Days Camp/Yoga Shivir/English Speaking	Winter Break
49	Sanskrit Sambhashan, Personality Development Camp	Winter Break
50	Ist Aid Training	Winter Break
51	Honour Students with more than 90% lectures & Toppers in House Exams	3-Nov-15
52	Shahidi Divas L.B. Shastri (Tree plantation Lecture by Army)	10-Jan-16
53	Library Question Competition	10-Jan-16
54	National Youth Day (NSS)	12-Jan-16
55	Lohri (Decoration Contest & Cultural Programme)	13-Jan-16
56	Computer Hardware Camp	15-Jan-16
57	Students Exchang Programme	16 to 23-Jan-2016
58	Netaji Subhash Chander Bose Day	19-Jan-16
59	Republic Day	26-Jan-16
60	Martyr Day of Mahatma Gandhi	30-Jan-16
61	International Old People Day, Quiz on B.Ed. Syllabus	1-Feb-16

62	Press Conference (for students)	2-Feb-16
63	A discussion on 'Teacher in 21st Century'	5-Feb-16
64	Inter-sadan Games & Athletic Meet	6-10-Feb-16
65	Language Lab Day	11-Feb-16
66	Picnic/Visit to places of Educational Interest	12-Feb-16
67	Declamation Contest 'How to Maintain Discipline in Schools'	16-Feb-16
68	Moral Education Exams.	27-Feb-16
69	Visit to Centres of Guidance & Counselling	28-Feb-16
70	Rishi Bodh Utsav (Bhajan Comp.)	1-Mar-16
71	Workshop on Teaching through Computers	2-Mar-16
72	Blood Donation Camp & Eye Donation Pledge	3-Mar-16
73	Developing New Talent/Paper Reading	4,Mar,2016
74	Pt. Lekh Ram Martyrdom Day	4-Mar-16
75	Women Day - Prohibition Day	8-Mar-16
76	Einstein's Birthday	15-Mar-16
77	House Test	15 to 25-Mar-16
78	Feedback on Answerbooks & Practicals	A week after Exam
79	Bhagat Singh's Martyrdom Day (Patriotic Song Comp.)	23-Mar-16
80	II Make-up Test / Quiz Education News / Quiz on Science/SS I,II,II	24 to 28-Apr-16
81	Preparing for Interview	1-Apr-16
82	Mock Interview / World Health Day (NSS)	2-Apr-16

83	Earth Day	22-Apr-16
84	2nd Teaching Practice, Prefinal Skill Exams(After final exams)	21-May-16
85	Prize Distribution Function	After Theory Exams
86	Reg. Alumni/Regd. Graduates/Placement	After Theory Exams
87	Anti Terrorist Day / World Tabacoo Day (NSS)	23-Apr-16

TIME

TABLE

MAHARISHI DAYANAND COLLEGE OF EDUCATION, AZIMGARH (ABOHAR)

TIME TABLE (2015-2017)

TIME	B.Ed.(2015-17)-Semester-1st		B.Ed.(2015-17)-Semester-2nd	
	Section-A	Section-B	Section-A	Section-B
9:15 TO 9:25	Morning Assembly			
9:25 TO 10:05	C-I (PM) 1-6	C-II (SM) 1-6	C-10 PM (1-6)	C-12 VG (1-6)
10:05 TO10:45	C-II (SM) 1-6	C-III (RK) 1-6	C-11 SM (1-6)	C-10 GR (1-6)
10:45 TO 11:25	C-III (GR) 1-6	C-I (PM) 1-6	C-12 VG (1-6)	C-11 RK(1-6)
11:25 TO 11:35	Short Break			
11:35 TO 12:15	T(Lang.)-Eng(SM), Hindi(PM),Pbi(HSC)	S.St.(NB),Math/Sci (VG),Phy(H)	T(Lang.)-Eng(SM), Hindi(PM),Pbi(HSC)	S.St.(NB),Math/Sci (VG),Phy(H)
12:15 TO 12:55	S.St.(NB),Math/Sci (VG),Phy(H)	T(Lang.)-Eng(SM), Hindi(PM),Pbi(HSC)	S.St.(NB),Math/Sci (VG),Phy(H)	T(Lang.)-Eng(SM), Hindi(PM),Pbi(HSC)
12:55 TO 1:15	Long Break			
1:15 TO 1:50	C-IV RK (1-6)	C-IV GR (1-6)	C-13 (HM)	Skill in Teaching (1-6) -All
1:50 To 2:25	Sports & Yoga (1-6)	Skill in Teaching (1-6) -All	Skill in Teaching (1-6) - All	Sports & Yoga (1-6)
2:25 TO 3:00	Skill in Teaching (1-6) -All	Sports & Yoga (1-6)	Sports & Yoga (1-6)	C-13 (HM)

Note:- There will be Hawan on Every Thursday.

Dr.R.P (RANVEER PARTAP ASIJA),AA (ANURAG ASIJA),PM (POONAM MIDHA), VG (VISHAL GUPTA)

HSC (HARBHANS SINGH CHAHIL),SM(Suresh Makkar), H (Hanuman),HM (Harmeet Kaur),GR (Geeta Rani),RK (Ravinder Kumar)

SD (Sunil Dholia),NB (Neetu Bala),SP(Susila Poonia)

P = Paper, M.E. = MORAL EDUCATION, 1,2,3........ = WEEKDAYS

C-I=Pg.Eng.,C-II=Pg.Hin.,C-III=Pg.PB.,C-IV=Pg.Sansk.,C-10=Pg.Math.,C-11=Pg.Sci.,C-12=Understanding of ICT,C-13=Drama & Art Edu.

Time Table Incharge   Principal

PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)

FACULTY OF EDUCATION SYLLABI

FOR

BACHELOR OF EDUCATION (B.Ed.-Semester System)

REGULAR COURSE AND THROUGH CORRESPONDENCE

Two Year Programme (2015-2017)

(Syllabus of Semester I)

(New Changed)

Maharishi Dayanand College of Education,Abohar (Punjab)

Date:01-10-2015

PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)

(Estd. under Panjab University Act VII of 1947-enacted by Govt of India)

FACULTY OF EDUCATION

SYLLABI

FOR

BACHELOR OF EDUCATION (B.Ed.) (Semester System)

REGULAR COURSE AND THROUGH CORRESPONDENCE

Two Year Programme

(Syllabus of Semester I)

2015-2017

APPLICABILITY OF REGULATIONS FOR THE TIME BEING IN FORCE

Notwithstanding the integrated nature of the course spread over four semesters in two academic years, the regulations in force at the time a student joins a course shall hold good only for the examinations held during or at the end of each semester,. Nothing in these regulations shall be deemed to debar the university from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old or new.

Panjab University Chandigarh

B.Ed. Two Years Programme

Scheme, Outlines of tests,syllabi and course of readings for Bachelor of Education (B.Ed.) General (Four Semesters) Examination, 2015-17

NOTE: The present B.Ed. curriculum has been restructured, designed and developed as per National Council for Teacher Education Notification-2014, and is applicable w.e.f. the session 2015-16.

Preface

The new B.Ed. syllabus has been developed by the Board of Studies in Education, P.U. with the active participation and feedback from the Principals and faculty members of affiliated Colleges of Education,keeping in view the guidelines provided in 'Curriculum Framework for two year B.Ed. Programme' by NCTE and also to meet the requirements of school system of the region. The present syllabus of Two-year B.Ed course is the outcome of Panjab University sponsored 'Curriculum Development Workshops' organised in 4 colleges of education namely GGS College of Education for Women,Giddarhbaha, GHG Khalsa College of Education, Gurusar Sadhar (Ludhiana), Partap College of Education, Ludhiana and Babeke College of Education, Daudhar, in May-June 2015 under the supervision and guidance provided by Dr N.R.Sharma, Dean, Faculty of Education, Dr H.S.Brar, Convenor, Board of Studies in Education,PU; and Prof. S.K.Yadav, Academic Consultant, NCTE,New Delhi. The rich contributions by all the invited resource persons from other universities and teacher educators are duly acknowledged.

The new syllabus integrates the study of subject knowledge, human development, pedagogical knowledge, and communication skills. The programme comprises three broad curricular areas: Perspectives in Education, Curriculum and Pedagogical studies, and Engagement with the field. Transaction of the course requires a variety of approaches, such as, class teaching, case studies, discussions on reflective journals, observation records, student portfolios, observation of children/school students, interaction with community in multiple socio-cultural environments, close reading of original writings, tutorials, seminars, project/field work, term papers, individual or group assignments, and continuous engagement with the field.

 Disability studies/inclusive education, intensive use of ICT, gender studies, participation in sports& yoga, cultural activities, educational tour and trips are integral part of the B.Ed curriculum.

The revised curriculum is an effort to blend pedagogical theory, professional ethics, teaching competence and innovative practices which will be helpful in producing effective, skilled and human teachers for all the subjects in the upper primary/high/secondary/senior secondary schools at local as well as global level.

1.1 Scheme outline of B.Ed. General in Semester I,II,III,IV:

Semester -I

S.No.	Course Code	Name of the Paper/Subject	External Marks	Internal Marks	Total Marks
1	C-1	Childhood & Growing Up	80	20	100
2	C-2	Contemporary India & Education	80	20	100
3	C-3	Understanding Disciplines and Subjects	40	10	50
4	C-4	Language across the curriculum	30	20	50
5	C-5	School Management	40	10	50
6	C-6	Pedagogy of school subject-1	40	10	50
7	C-7	Pedagogy of school subject -2	40	10	50
8	C-8	Participation in Sports and Yoga		20	20
9	C-9,	Pre-Internship- 1(2 Weeks) Engagement with Field	------	30	30
		Total	350	150	500

Pedagogy of School Subjects (any *two)* of the following (C-6/14,C-7/15):

1.   Teaching of English
2.   Teaching of Hindi
3.   Teaching of Punjabi
4.   Teaching of Sanskrit
5.   Teaching of History
6.   Teaching of Geography
7.   Teaching of Economics
8.   Teaching of Social Studies
9.   Teaching of Commerce
10.   Teaching of Mathematics
11.   Teaching of Science
12   Teaching of Life Science
13.   Teaching of Physical Science
14.   Teaching of Home Science
15.   Teaching of Fine Arts
16.   Teaching of Music
17.   Teaching of Health and Physical Education
18.   Teaching of Agriculture
19.   Teaching of Computer Science

20. Teaching of Political Science
21. Teaching of Public Administration
22. Teaching of Sociology

1.2 Rules and Regulations/Guidelines:

i Admission to B.Ed. shall be made on merit on the basis of marks obtained in the qualifying examination i.e. graduation, or any other selection process as per policy of state govt/U.T. administration and the University.

ii Eligibility: A person who possesses the following qualifications shall be eligible to join the course:
a) Candidates with atleast Fifty Percent Marks either in Bachelor's degree and/or in the Master's degree in Science/Social sciences/ Humanities/ Commerce/Home science/B.B.A/B.C.A, or Bachelors in Engineering or Technology with specialization in science and mathematics with 55% marks OR any other qualification equivalent thereto, are eligible for admission to the programme.
b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per rules of the central/state government whichever is applicable.

iii Duration of B.Ed. programme shall be of Two academic years, spread over four semesters, which can be completed in a maximum of Three years from the date of admission to the programme.
iv There shall be atleast 200 working days each year exclusive of the period of admission and examination.
v The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
vi Minimum attendance of student teachers shall be 80% for all course work and practicum, and 90% for school internship.
vii Minimum pass marks are 40% in each paper , Practical, and School Internship in each semester, however, the promotion from semester I to II and from III to IV shall be as per Panjab University policy for semester courses. Pass marks will be 40% in Aggregate.

viii Admission to B.Ed course is subject based. At the time of admission, each candidate shall opt for two teaching/pedagogical subjects, which has been studied at graduation/post-graduation level. The candidate must have studied the Major subject of the pedagogy combination for atleast 3 years at graduation level or two years at Master's level. The minor subject should have been studied for at least for one year/one semester.

ix The candidates having honours course shall opt for major subject in which they have obtained honours. The minor subject should have been studied atleast for one year/one semester.
x The candidates who have passed additional subjects at graduation level can opt for only those teaching subject, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.

xi B,Com./B.B.A./M.Com. graduates /postgraduates may opt for two teaching subjects- one is pedagogy of commerce and the other shall be pedagogy of economics/mathematics/any one language i.e. pedagogy of English/Hindi/Punjabi/Sanskrit.(B.Com/B.B.A. graduates shall be considered in commerce stream only, even they have passed additional arts subjects unless they have passed Masters in Arts)

xii B.C.A. graduates may opt for pedagogy of Computer science as one subject. The other subject shall be pedagogy of mathematics or any one language (English/Punjabi/Hindi/Sanskrit)

xiii B.E./B.Tech. graduates shall opt for any two subject combination out of pedagogy of Mathematics, Computer Science, Science , Languages.

xiv B.Sc.(Home Science) graduates shall opt for two pedagogy subjects. One is Pedagogy of Home Science, other may be subject studied at graduate level i.e. Science or any one language (English/Hindi/Punjabi/Sanskrit).

xv B.Sc(Medical) graduates shall opt for two teaching subjects out of the following:
(a) Pedagogy of Science/ Life Science;
(b) Pedagogy of Physical Science;
(c) Pedagogy of any one language i.e. English/Hindi/Punjabi/Sanskrit.

xvi B.Sc(Non-Medical) graduates shall opt for two teaching subjects out of the following:
(a) Pedagogy of Science/Physical Science;
(b) Pedagogy of Mathematics/Computer Science;
(c) Pedagogy of any one language i.e. English/Hindi/Punjabi/Sanskrit.

Xvii Arts Graduates may opt for any two pedagogical subjects one each from the following (a) and (b):
(a) Pedagogy of Social Studies/Economics/History/Geography/Political Science/Sociology/Public administration/Fine Arts/Physical Education/ Music/Home Science.
(b) Pedagogy of any one language i.e.English,Punjabi, Hindi,Sanskrit provided that the candidate has studied the subject at the graduation/post graduation level.

xviii Graduates with Fine Arts/Music/Computer Science/Home Science/Physical Education/Mathematics/Statistics/Quantitative techniques shall opt for any of these subjects with the other subject combinations available in the college.
Teaching of Fine Arts shall be offered to a candidate who had taken up Fine Arts/Performing Arts/Fashion Design/Fashion Technology or B.A. with Diploma in Drawing and Painting or Arts and Craft Teacher's course from a recognized institution.

xix Pedagogy of Social Studies shall be opted by those who have studied any one of these subjects at B.A./M.A. level i.e. History/Economics/Geography/Political science/sociology/Psychology/Education/Defence Studies/Religious Studies/Public Administration/Philosophy.

Note: 1.The candidates shall be given the required subject combination depending upon their availability in the college.
2. Candidates who have passed Shastri/Gyani/Parbhakar/Honours in a language/Elective subjects in languages can opt for two language combinations provided they have studied the other language for at least one year/one semester at graduation/post-graduation level.
3. Pedagogy subjects shall be taught by the concerned teacher educators with specialization in the subject.
4. Pedagogy of Health and Physical Education shall be taught by Asst. Prof. in Physical Education (M.A.Physical Education/M.P.Ed.)
5. Pedagogy of Computer Science shall be taught by an Asst. Prof. in Computer Science(M.C.A./M.Sc.-IT/CS/M.Tech. or similar qualifications with B.Ed. preferably with M.Ed. But ICT components (EPC-I) may be taken up by Computer Instructor(PGDCA/M.Sc IT/CS/B.E./B.Tech.(CS) or higher qualification from a recognized institution.

6. Pedagogy subjects selected at semester-I will remain the same in all the semesters.

7. Use of all brands of non-programmable calculators having signs of addition, subtraction, multiplication and division and square root etc. only, is allowed in the examination centre but these will not be provided by the University/College. Radio, pagers/mobiles are not allowed in the examination hall.

8. Pedagogy of Social sciences i.e. Teaching of Economics/History/Sociology/Potical science/Geography/Public administration are equivalent to Pedagogy of Social studies and vice-versa for the purpose of employment as S.St. teachers/TGT/PGT in schools.

1.3 <u>Instructions for Paper –Setters, Examiners and students</u>:

i. The external theory examination will be of Three hours duration for the subjects with maximum 100 marks(course code C-1,2,10,11,19) ; and Maximum time for the subject with maximum 50 marks (C-3,4,5,6,7,12,13,14,15,20,21,22,23,E-1 to 5)will be of Two hours duration.

(a) The Paper with 100 marks are divided into two parts- 80 marks for external written examination and 20 marks for Internal assessment. External question paper with 80 marks will have V units-First four units i.e. Unit-I,II,III,IV will have two questions each and the candidate will be required to attempt one question from each of the unit-I toIV. Unit Vth will be compulsory with 4 short answer-type questions(4X4=16)set from the whole syllabus of the paper. Each question will be of 16 marks.

(b) The paper with maximum 50 marks i.e. course code C-3,5,6,7,14,15,20,21,and E-1,2,3,4,5, are divided into two parts- External written examination of 40 marks and internal assessment of 10 marks. The syllabus of some papers has three units and others have four units. The syllabus with four units will have external question paper with 4 units- Unit-I,II,III,IV, Each unit will have two questions and the candidate will attempt one question from each unit. Each question will carry 10 marks.(4X10=40 marks).

The syllabus of a paper where there are three units, the question paper will have 4 units-Unit-I,II,III and IV. Unit I to III will have two questions from each unit of the syllabus and candidate will attempt one question from each unit, Unit IV of question paper will have two short answer questions from the whole syllabus, each question carry 5 marks, will be compulsory.(3X10=30+5+5=40 marks)

(c) EPC-I.II.III and IV (course code-12,13,22,23) are assigned 25 marks for external examination and 25 marks for internal assessment. External written examination will be of 2 hours duration. Question paper will contain 4 units-Unit-I,II,III and IV, First three units-I,II,III, will have two questions from each unit and candidate will attempt one question fron each unit.Each question carry 7 marks. Unit-IV will be compulsory, will comprise of 2 short answer type questions with 2 marks each.(3X7=21+2+2=25)

(d) The course code C-4 has 30 marks for external exam and 20 marks for internal assessment. Question paper will have 3 units with two questions from each unit and candidate is required to attempt one question from each unit. Each question have 10 marks. (3X10=30)

ii. Internal assessment will be based on the performance of the candidate in term paper, house test,class assignments, attendance, participation in discussions/seminars/tutorials, related practical and sessional work. It will be assessed and prepared by the concerned teacher. The final list of internal assessment of all the papers in a semester will be prepared by a panel of 3 senior teachers moderated by the principal.

iii Assessment for Engagement with the field(Pre-Internship) will be based on the student's performance in various field related activities, practicals, project work, community related work, diaries, student portfolios, field observations, visit to a innovative pedagogy and learning centre, education resource centre etc.

Semester I

Course Code: C-I
CHILDHOOD AND GROWING UP
Total Marks:-100 (External assessment=80 + Internal Assessment=20)

Objectives of the Course:
After going through the course the teacher trainee will be able:
- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development.
- To gain an understanding of different methods and techniques for the assessment of Personality, Intelligence and Creativity of the Child
- To know and Develop an art of Well Being
- To reflect on the Individual differences based on Caste, Gender and Class,etc

Course Content:

Unit –I
1. Concept of human Growth and Development, Maturation, Principles and Factors affecting human growth and development.
2. Stages of Childhood& Adolescence period, Dimensions of Individual development - Physical, Cognitive, Language, Affective, Social, Moral and their inter-relationship.
3. Individual differences in growth and development

Unit-II
1. Relevance & Applicability of various theories of development:Erickson (Psycho-Social),Piaget (Cognitive),
2. Role of Home , School and Society in cognitive, affective and conative development.

Unit –III
1. Intelligence:-Meaning, Theories(Howard Gardner's theory of multiple intelligence, Guilford's SOI), Measurement of Intelligence ,
2. Dealing with Gifted & backward children,Concept of Emotional Intelligence
3. Personality :-Concept, Theories of Personality (Type trait psychoanalytic theory),Factors responsible for shaping the personaliy, Assessment of Personality

Unit –IV
1. Concept of creativity , difference between creativity and intelligence ,Identification of Creative Child
2. Techniques and methods of fostering creativity: brain storming, problem solving ,Group discussion, play way, Quiz etc.
3. Motivation: Concept & types.

Practical work /Sessional work:
   Administration, scoring and interpretationof any two of the following:
- Intelligence test (individual /group test)
- Personality test
- Creativity Test- Verbal /Non-Verbal Test of Creative Thinking.

Suggested Readings:

- Johnson & Medinnus: Child Psychology –Behaviour &Development , Wiley International Editor
- Thompson , George G : Child Psychology: Growth Trends in Psychological Adjustment --The Times Of India Press Bombay
- Aggarwal J.C. :Child Development &The Process of Learning --Shipra Publication VikasMargShakarpur ,Delhi
- Tharpe Louis P --Child Psychology & Development --The Ronald Press Company, New York
- Grover Sarla--Child Development --Kiran Gupta Printwell Publication Tilak Nagar Jaipur
- Tandon R.K.-- Child Psychology --APH Publishing Corporation Darya Ganj , New Delhi
- Siddiqui,MujibulHasan-- Early Childhood Education-- APH Publishing Corporation Darya Ganj , New Delhi
- S.N. Reddy ,Reddy G. Narayana : Managing Childhood Problems--rjfKanishka Publication Distribution New Delhi
- Jerrsild ,Arthur T , Telford, Charlesw, Sawrey James M-Child Psychology --Prentice-Hall of India, Private Limited New Delhi
- Sharma, Ram Nath Sharma Rachna-Child Psychology , Atlantic Publication & distributors , Rajouri Garden New Delhi
- Hurlock,E.B 2005 Child Growth and Development Tata Mc. Graw Hill Publishing Company New York
- Hurlock,E.B 2006 developmental Psychology-A life Span Approach Tata Mc. Graw Hill Publishing Company New York
- Meece ,J S & ECCLES,JL 2010 Hand Book of Research on School ,Schooling And Human development New York , Routledge
- Santrock .J.W (2006) ChildDevelopment,Tata Mc. Graw Hill Publishing Company, New York
- Santrock .J.W (2007) Adolescence,Tata Mc. Graw Hill Publishing Company New York
- Burt,c.(1968) The Genetic Determination Of Intelligence, Bulletin of British Psychological Society, 21,11_18
- Garbarino ,J,(1982)Chidren and Families in the social Environment ,Aldine de Gruyter:New York
- Terman, Lewis M.,and Merrill M. The Stanford-Binnet Scales for measuring Intelligence, Mc. Graw Hill Book Co. Inc.,1943 Ch. 10
- Adler,a.,UnderstandingHuman Nature London:George Allen &Unvin 1927
- Ausubel,D.,(1958)Theory and Problem of Child Development, New York :Grune&Stratlon Inc.
- Montagu ,A The Direction of Human Development .New York :Harper &Row Publishers.inc.,1950
- Erikson, E., Childhood And Society .New York :W.W.norton& Company Inc. 1950
- Dollard,J. and Miller N.E (1950) CITED BY JESS Fiest ;Theories of personality: Holt –Rinchart AND Winston,New York
- Clark H.H& Clark E.V. (1977) Psychological And Language :An Introduction to Psycholinguistics New York
- Kail and Pellegrino J w.1985 Human Intelligence Perspectiveand Prospects.New York :Freeman
- Campbell (1980) The Sense of Well Being in Americans New York .MC. Graw Hill
- Obert,S.Feldman-(2009) Understanding Psychology Tata Mc. Graw Hill
- Dweck,C.(2006) Mindset:The New Psychology of Success Random House And L L C
- Parekh,B.C 2000 Rethinking Multi Culturalism: Cultural Diversity And Political Theory
- Piaget, J. (1997 Development And Leaning
- Sharma,N(2003) Understanding Adolescence; N B T India
- Vygotsky, L 1997 Interaction between Learning and development.

CONTEMPORARY INDIA AND EDUCATION
(Total Marks:-100 (External assessment:-80 + Internal Assessment:-20)

Objectives

To enable Students:

- To understand features, ideals, values and diversities in Indian Education.
- To explain various educational bodies, commission and contemporary policies, programmes and documents for progress of education in India.
- To have insight into constitution of India in relation to education.
- To know and understand education in pre-independent and post independent India.
  Course Content:

Unit-I
  a) Education-Concept (Indian and Western), Aims of Education.
  b) Driving forces of Indian society: Social, Economical, Political, Historical and Geographical; The Unified and diversified forces promoting national integration.
  c) Impact of Liberalization, Privatization, Globalization and stratification on school education in India.

Unit-II
  a) Educational Policies- NPE 1986, Programme of action-1992, National Curricular Framework (NCF)-2005.
  b) Salient features of Education in British period (Chapter Act-1813) Macaulay's Minutes (1835), Woods's Despatch (1854) Gokhle Bill (1912) Sergeant Report (1944)

Unit-III
  a) Constitutional provisions of India in relation to Education, Fundamental Rights and Duties, Directive Principles of state Policy.
  b) Concept of Social diversity at level of individual, caste, religion, minorities, languages tribes etc.
  c) Measures to promote equality of opportunities through Educational programmes for special groups, socially disadvantaged and women.

Unit-IV
  a) Major recommendations of Secondary Education Commission(1952-1953); Indian Education Commission (1964-66)
  b) Right to Education Act-2009 & Sarva Shiksha Abhiyan (SSA)
  c) Rashtriya Madhiyamik Siksha Abhiyan(RMSA)

Project Work / Sessional Work (Internal):

Each Pupil teacher will conduct any one of the following activities:
  a. Critical analysis of Sarva Shiksha Abhiyan (SSA) – A local level Survey
  b. Rashtriya Madhiyamik Siksha Abhiyan (RMSA) – A local level Survey
  b. A local survey on Mid-day Meal Program in Secondary School.
  c. Debate on medium of Schooling or Three language formula

Suggested Books:

- Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.

- Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi.

- B. C Rai: History of Indian Education. Parkashan Kendra, Sitapur Road, Luckhnow.

- Bhatia, K.K, and Narang, C.L. (1996) : The Teacher and Education in Emerging Indian Society. Tandon Publications, Ludhiana.

- Bhatia, K.K, and Narang, C.L. (1992) : Philosophical and Sociological Foundations of Education. Doaba House, Delhi.

- Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.

- Chaube, S.P. (1997): Philosophical ans Sociological Foundation of Education. Ravi, Noudarnalya, 5th rev. ed. Agra.

- Lakshmi, T.K.S. and M.S.Yadav, "Education: its Evolving Characteristics", in New Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992

- Mathur, S.S. (1997): Sociological Approach to Indian Education. Vinod Pustak Mandir, Agra, 10th Ed.

- Mohanty, Jagannath: Studies in Distance Education, Deep and Deep Publication Pvt. Ltd., New Delhi, 2001.

- Pandey, R.S. (2001): Principles of Education. Vinod Pustak Mandir, Agra.

- Pandey, R.S. (1992): National Policy on Education, Horizon Publishers, Allahabad.

- Rao, Digumarti Bhaskara: Education for the 21st century, Discovery Publishing House, New Delhi, 2004.

- Safaya, R.N. and Shaida, B.D. (1983): Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.

- Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.

- MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India.

- Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New Delhi.

- Oad L.K. (Ed). (1988) : Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy, Jaipur

- Ruhela & Vyas, (1969): Sociological perspectives in school education, Indian Publishers, Distributors, Delhi.

- Ruhela & Vyas, (1996): The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.

- Gupta, V.K. (1998): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar.

C-3
UNDERSTANDING   DISCIPLINES AND SUBJECTS
Total Marks:-50 (External assessment:-40 + Internal Assessment:-10)

Objectives: The course will enable student teachers to
      1. To reflect on the nature and 'disciplinary role' in the school curriculum.
      2. To understand the nature, changes in disciplines and subjects in terms of social,
         Political and Intellectual contexts.
      3. To study the relationship between academic disciplines and school subjects.

Unit-I   Structure of the Disciplines

- Disciplines: Meaning, Types, Importance and relationship with subjects
- Core ideas of Developing Discipline: Meaning and organization
- Philosophical views in different discipline by John Dewey & Krishna Murthy in modern context.

Unit-II   Understanding the organization of school subjects

- Nature, importance and historical perspective of Science, Social Science, Mathematics and Languages
- Changes in school subjects in terms of social, political and intellectual context
- Curriculum: Concept, Principles of curriculum construction.

Unit-III Analyzing relationship between school subjects.

- Correlation among different school subjects (Science, Social Science, Mathematics and Languages) and its effects on curriculum framework.
- Meaning of inter disciplinary approach to education and its effects on school subjects.
- Criterion of content for selection of school subjects in view of objectives and sources.

Sessional work

Project on nature of different disciplines like natural sciences, humanities, social sciences, earth science, Bio sciences,and their branches etc.(preparation of written report)

Suggested Readings:

- Butchvarov,P. (1970), The concept of Knowledge, Evanston, Illinois: Western University Press.
- Debra H. Martin,H. Pam C. & Lingard,B. (2007), Teachers and Schooling:making a difference. Australia: Allen and Unwin.
- Gardner,H. (1993), Creating Minds, New York: Basic Books.
- Noddings,N. (2007), Critical Lessons: What our schools should teach, Cambridge University Press.
- Ornstein,Allen C.,Edward F.P.& Stacey B.O.(2006) Contemporary issues in curriculum, Allyn & Bacon.
- Bruner, J.S. ((2006) In Search of Pedagogy, Vol-I &II, (he selected works), London: Routledge.
- Kneller, G.F.,(1963) Foundations of Education, London and New York: John Wiley & Sons,Inc.
- NCERT (2005), National Curriculum Framework, New Delhi.

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C-4

LANGUAGE ACROSS THE CURRICULUM

(Total Marks:-50 (External assessment:-30 + Internal Assessment:-20)

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 Objective:

- To promote an understanding of language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.

Course Content

UNIT-I LANGUAGE AND LEARNING
- Role of Language as a means of construction of realityand gaining experiences
- Concept formation: Meaning and Process

UNIT-II LANGUAGE AT SCHOOL
- Development of language and linguistic skills
- Multilingualism : Concept and techniques
- Role of home and school language in classroom instructions

UNIT-III BASIC LANGUAGE COMPETENCIES REQUIRED AT SCHOOL
- Listening, oratory, reading and writing
- Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability;
- Discussion and questioning as tools of language learning

Suggested Projects:
1. To elaborate their theoretical understanding, students should undertake a project involving listening to children's reading, miscue analysis, developing a reading test and administering it.
2. Analysis of text books languages and other materials used in different subjects from the point of view of registers and styles used in them.
3. Project on Language environment of school

Suggested References:

- https://en.wikipedia.org/wiki/**Register**_(sociolinguistics)
- www.genconnection.com/English/ap/**LanguageRegisters**.htm
- www.edmondschools.net/Portals/3/docs/**LanguageRegisters**.pdf

- Halliday, M. A. K. (1978), *Language as Social Semiotic: the social interpretation of language and meaning*, Edward Arnold: London.

- Trudgill, P. (1992), *Introducing language and society*. London: Penguin.

- Wardhaugh, R. (1986), *Introduction to Sociolinguistics* (2nd ed.), Cambridge: Blackwell

- Reid, T. B. (1956), "Linguistics, structuralism, philology", *Archivum Linguisticum*

- Swales, J. (1990), *Genre Analysis. English in Academic and Research Settings*, Cambridge: Cambridge University Press.

Course Code: C-5

SCHOOL MANAGEMENT
(Total Marks:-50 (External assessment:-40 + Internal Assessment:-10)

Objectives:

After the course, pupil teachers will be able to:
- Understand the Concept and operational aspects of school management.
- Enlist the physical resources of the school and their maintenance.

- Understand the importance of social life in school and the role of administrators and the Teachers.
- Become successful teachers in future.
- Develop practical skills in organizing school programmes and activities.

COURSECONTENTS

UNIT-I: ORGANIZATION AND MANAGEMENT

(a) School as an organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management.
(b) School Plant: importance, Essential characteristics, selection of site and Maintenance of different School Components.
(c) Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning. Preparation of an institutional plan.

UNIT-II:ESSENTIAL FACETS OF SCHOOL ORGANIZATION

(a) Leadership: Concept, Need &Development of Leadership Qualities among teachers and students.
(b) School Time Table: Importance,types and principles of time table construction.
(c) Discipline, Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline.

UNIT-III: QUALITY ENHANCEMENT AND MANAGEMENT IN SCHOOLS

(a) Supervision: Meaning, aims, principles, areas, types and procedures of supervision,Role of Educational Administrators (at school level, Block, District, State level)
(b) School Records and Registers: Importance, types and essential requirements and maintenance of school records.
(c) Co-curricular Activities: Meaning, importance, principles of organizing co-curricular activities-Morning Assembly, NSS/NCC, Fieldtrips.

PRACTICALWORK

(a)Construction of Time Table of a school,
(b) observation of school Registers

SUGGESTED READINGS:

- Bhatia,K.K.,Singh,Jaswant(2002).*Principles&PracticeofSchoolManagement*.Ludhiana:TandonPublications.
- Bhatnagar,R.P.andVerma,I.B.(1978).*EducationalAdministrationatCollegeLevel*.Meerut:LoyalBook Depot.
- Dash,B.N.(1996).*SchoolOrganisationAdministration&Management*.Hyderabad:Neel Kamal Publications Pvt. Ltd.
- Khanna Jyoti, Nangia Anita, (2015), Co-Curricular Activites in Schools, Tandon

Publications, Ludhiana.
- Sachdeva, M. S.(2001).*School Management.* Ludhiana: Bharat Book Centres.
- Sodhi,T.S.andSuri,Anaina(2002), *ManagementofSchoolEducation.*Patiala:BawaPublication.
- Sharma,T.S.(2005). *SchoolManagementandAdministration.*Patiala:Shaheed-E-AzamPrintingPress.

SEMESTER- I: TEACHING OF SCHOOL SUBJECTS

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C-6&7
PEDAGOGY OF SOCIAL STUDIES-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

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Objectives of teaching Social Studies:
- To acquire a conceptual understanding of the nature of Social Studies
- Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes
- To acquire basic knowledge and skills to analyze and transact the Social Sciences
- To sensitize and equip student teachers to handle social issues
- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Social Sciences.
- To understand different ways of assessing learner performance and providing additional support to the learners
- Reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher.

Course Outline
UNIT I: Social Studies: Context and Concerns
1. Historical development of Social studies as a school subject, Nature, scope and importance of Social Studies, Distinguish Social Studies from Social Science
2. Integration of Social studies withSocial Science, languages, Mathematics, Art and Science.
3. Aims and Objective of teaching Social Studies at Elementary(6-8th class) and Secondary (9-10 class) Level in light of NCF-2005

Unit - II: Pedagogical Issues
1. Methods of Teaching: Lecture, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method
2. Devices and Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization,Description, Brain-Storming and Field Trip

UNIT III: Curriculum and Professional Development
1. Critical Analysis of Social Studies curriculumat secondary stage – features, issues and recommendations of NCF 2005

2. Development of social values, Critical thinking, National values and social skills through Social Studies Curriculum
3. Qualities of Social Studies Teacher , Professional development of Social Studies Teacher (Concept, need and ways of professional development, role of different agencies (ICSSR,NIRD,NGRI,NRSA in brief only)

UNIT IV: Content from NCERT Text books:
1. Earth in the Solar system, What ,where and how
2. Equality in Indian Democracy
3. India after independence

Suggested Activities (Internal):
- Qualitative Analysis of schooltextbook of Social studies/Sciences of PSEB/CBSE/NCERT
- PowerPoint presentation based seminar on the contributions of any one eminent Social reformists: Guru Nanak Dev Ji, Raja Ram Mohan Rai, Dr. B.R. Ambedkar, Swami DayanandSaraswati, VinobaBhave, Abraham lincon, Mahatma JyotiRaoPhule, YousafzaiMalala, KailashSatyarthi, and Nelson Mandela etc.

Suggested Readings:
- Bining, Arthur, C., and Bining, David, H., Teaching Social Studies in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
- Dash, B.N. (2006).Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
- James, Hemming (1953), The Teaching of Social Studies in Secondary Schools, Longman Green and Company, London
- James Fleming: The Teaching of Social Studies in Secondary School. Longman Green and Co., London.
- Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.
- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
- Trigg, R.(1985) Understanding Social Studies. New York: Basics Black Well,
- Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Studies in the Elementary School. New York: Rhinehart andCompany.
- Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Studies.New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.

C-6&7
PEDAGOGY OF ECONOMICS-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives of Pedagogy of Economics:

- To acquire a conceptual understanding of Economics
- To acquire basic knowledge and skills to analyze and transact the Economics curriculum
- To sensitize and equip student teachers to handle Economic issues and concerns in a responsible manner
- Plan lessons based on different approaches to facilitate learning of Economics
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes
- To realize her/his role as facilitator in enhancing Economicslearning in the real classroom situation.
- To explore the use and relevance of different learning resources and materials in learning different units in Economics.
- To understand different ways of assessing learner performance and providing additional support to the learners
- To reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher.

Course Outline

UNIT I: Economics: Context and Concerns
1. Historical development of Economics as a school subject, Nature, scope and importance of Economics
2. Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science
3. Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05.

Unit - II: Pedagogical Issues
1. Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method
2. Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation

UNIT III: Curriculum and Professional Development
1. Critical Analysis of Economics Text Book and Curriculum
2. Development of economic values and Critical thinking
3. Economics Teacher: Qualities and Professional development (concept, need and ways of professional development)

UNIT IV: Content from NCERT Text books
1. Sectors of Indian Economy
2. Agriculture and national Economy
3. Poverty as challenge

Suggested Activities:
- Preparing mock budget of their home/school for a financial year
- PowerPoint presentation based seminar on the contributions of any one eminent Economist : Chanakay (Kautilay),Amartaya Sen, Adam, Smith, Marshal and Pigou

Suggested Readings :
- Aggarwal, J.C. (2005). Teaching of Economics - A Practical Appraoch. Agra: VinodPustakMandir.
- Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Dhillon, S. and Chopra, K. (2002).Teaching of Economics. Ludhiana: Kalyani Publishers.

- Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
- Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
- Mittal, R.L., ArthShastar Da Adhiapan. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977).Extending Economics within the Curriculum. London: Routledge and
- Kegan Paul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004).Teaching of Economics.Merrut: R. Lall Book Depot.
- Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
- Siddiqui, M.H. (2004). Teaching of Economics. New Delhi: Asish Publishing House.
- Singh, Yogesh (2005). Aratha Shaster Sikshan. New Delhi: Ashish Publication.
- Yadav, Amita (2005). Teaching of Economics. New Delhi: Publication Pvt. Ltd.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Heller, F. (1986).The use and abuse of Social Sciences, London : Sage Publications, 1986.
- Kochhar, S.K. (1986).Methods and Techniques of Teaching. New Delhi : Sterling PublishersPvt. Ltd.,
- Singh, Tirath,Arjinder;Pargat Singh (2014). Teaching of Economics, Jalandhar:SG Publication.
- Narang, V (2015) Teaching of Economics Om Publishers and distributers, New Delhli.

C-6&7
PEDAGOGY OF HISTORY-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Aims of History
- To acquire a conceptual understanding of the nature of History.
- Plan lessons based on different approaches to facilitate learning of History.
- Develop learning materials on selected units to facilitate learning in History.
- Understand different ways of assessing learner performance and providing additional support to the learners
- Reflect upon her/his own experiential knowledge in the process of becoming a History teacher.

Course Outline
UNIT I: FOUNDATIONS OF HISTORY EDUCATION

1. Concept, Importance and scope of History.
2. Co-relation of History with Art, Literature, Geography, Economics, Civics, Science.
3. Aims and Objectives of teaching History at Elementary(6-8th class) and Secondary (9-10/12 class) level in light of NCF-2005

Unit - II: Pedagogical Issues
1. Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion method, Field Trips and Excursions, Cooperative learning Method.
2. Devices and Techniques of Teaching: Narration, Explanation, Illustration, Description.
3. Problems in exploring true historical facts and its genuine records.Role of Museums and monuments in learning history.

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UNIT III: Curriculum and Professional Development
1. Critical Analysis of History curriculum at secondary stage – features, issues and recommendations of NCF 2005
2. Inculcation of values such as social values, cultural values and national values through History Curriculum
3. Qualities of History Teacher , Professional development of History Teacher (Concept, need and ways of professional development

UNIT IV: Content of History
1. Harappa Civilization, Ashoka- The Great, The Golden age of Guptas
2. The First World War: Causes and its consequences
3. The Second World War: Causes and its consequences, setting up of UNO

Suggested Activities: Internal Work
- To arrange a visit to a historical place and write a report of the same
- Class seminar on the contributions by any one eminent historian.

Suggested Readings:

- Aggarwal, J.C. Teaching of History: A Practical Approach, Eastern Book House, Guwahati (1997)
- Ballord. M. (1979), New Movement in Study Teaching of History, Templesmith, London
- Bhatia, R.L. Contemporary Teaching of History, Surjit Publications,Delhi, (2005)
- Burston, W.H.*: Handbook for History Teachers; and Green*, C.W. London, Methuen & Co., 1962
- Choudhury,K.P. Effective Teaching of History in India: A Handbook for History Teachers, NCERT, New Delhi (1995)
- Dash, B.N. Teaching of History: Modern Methods,, A.P.H. Publishing Corporation, New Delhi (2004)
- Elton, G.R.: *The Practice of History.* London : Methuen, 1967.
- Ghate, V.D. Teaching of History, Oxford University Press, Calcutta.(1973)
- Ghate, V.D.: *The Teaching of History.* Oxford University Press, 1962.
- Johnson, H.: *Teaching of History.* New York: Macmillan 1962.
- Kochhar, S.K. Teaching of History**,** Sterling Publishers, New Delhi (1985)
- NCERT A Handbook for History Teachers, NCERT, New Delhi
- NCERT and state textbooks of History at secondary level
- NCERT, (1970), Teaching History in secondary school publication, Delhi
- Pathak, S.P. Teaching of History, Kanishka Publications, New Delhi(2007)
- Shaida, B.D. Teaching of History: A Practical Approach, Dhanpat Rai & Sons, New Delhi (1996)
- Singh, R.R.Teaching of History, R. Lall Book Depot, Meerut (U.P.)(2004)
- Singh, Y.K. Teaching of History, Modern Methods, A.P.H. New Delhi,(2007)
- Singh,D. R., (1959), The Teaching of History and Civics, Jullandar University press.
- Srinivas, M.Methods of Teaching History, Discovery Publishing House, New Delhi (2004)
- Steele, Ian.: *Developments in History Teaching* London: Open Books, 1976
- Tyagi, GTeaching of History, Radha Prakashan Mandir, Agra (2006)
- Vajeshwari, R.: *A Handbook for History Teacher.* Bombay; Allied Publishers 1973
- Yadav, N.Teaching of History, Anmol Publications, New Delhi, 1994

C-6&7

PEDAGOGY OF GEOGRAPHY-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives:

- To acquire conceptual understanding of the processes of teaching and learning Geography
- To acquire basic knowledge and skills to analyze and transact the Geography curriculum effectively following wide-ranging teaching learning strategies.
- To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management and saving fast depleting natural resources (water, minerals, fossil fuels etc.).
- Gain insight into the general aims and specific objectives of teaching geography.
- Plan lessons based on different approaches to facilitate learning of Geography.
- Realize her/his role as facilitator in enhancing Geography learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Geography.

Course Outline
UNIT I: Geography: Context and Concerns
1. Meaning, Nature, scope and importance of Geography as a school subject.
2. Understanding Geography in relation to History,Arts, Economics, Mathematics,languages and Science.
3. Aims and Objective of Geography at Elementary and Secondary Level.

Unit - II: Pedagogical Issues
1. Methods of Teaching: Lecture, Lecture Cum Demonstration, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method
2. Devices and Techniques of Teaching: Supervisory Study, Description, Brain-Storming,Questioning device, Excursion and Simulation.
3. Creating an interactive environment, encouraging participatory learning, utilizing community resources, connecting child's knowledge and local knowledge with the text book

UNIT III: Curriculum and Professional Development
1. Critical analysis of existing curriculum of Geography at Secondary School level in light of NCF 2005
2. Development of problem solving ability, Critical thinking and social skills through geography content
3. Professional development of Geography Teacher – concept, need and ways of professional development

UNIT IV:
1. landformsformed by River,Glacier,Wind,
2. Composition and structure of atmosphere
3. Factors affecting climate of a region

Internal practical:
1. Analysis of Geographytextbook of a school.
2. Measure of daily temperature of local place and keep a date-wise record for one week every month.

Suggested Readings :
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Geography

- B.C.Rai, Teaching of geography, Delhi: Danpat Rai Pub.
- Bining, Arthur, C., and Bining, David, H., Teaching Geography in Secondary Schools, McGraw, Hill Book Company, Inc., New York
- Dash, B. M., :Contents-cum-methods of teaching geography,Kalyani Publishers, New Delhi
- James Fleming: The Teaching of Geography in Secondary School. Longman Green and Co., London.
- Heller, F. : The use and abuse of Geography. London: Sage Publications, 1986.
- Kochhar, S.K.: Methods and Techniques of Teaching Geography. New Delhi: Sterling PublishersPvt. Ltd., 1986.
- Trigg, R.(1985) Understanding Geography. New York: Basics Black Well,

C-6&7
PEDAGOGY OF PUBLIC ADMINISTRATION-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES
- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of public administration.
- To acquaint pupil teachers with pedagogy of Public Administration.
- To develop the skill of lesson/unit plans and its presentation.
- Have an overview and integrate the knowledge draw from various sources. Political Science, History, Psychology, Sociology Geography, laws, Economics.
- To develop the understanding of micro teaching skills.
- To develop concept of constitutional democracy

UNIT-I
1. Meaning, nature, scope and importance of public administration in modern context.
2. Relation of public administration with other Social Sciences - Polities Science, History, Psychology, Sociology,Geography, laws, Economics.
3. Importance of teaching of public administration: Aims and Objectives With special reference to Blooms taxonomy.

UNIT-II
1) Difference between approaches, strategies and methods.
2) Types of approaches- Inductive, Deductive
3) Methods of teaching:
(a) Lecture method (d) Source method
(b) Discussion method (e) Problem method
(c) Project method (f) Survey method
4) Techniques and devices of teaching:
(a) Assignments (d) Seminars
(b) Symposium (e) Dramatization
(c) Illustration (f) Questioning
(g) Brain storming (h) quiz

UNIT-III
1. Emerging areas of Public Administration: New public administration, new public management, educational Administration, local government (rural and urban).

2. Lesson/Unit Plan: Need, importance and steps of developing.

3) Micro Teaching- concepts and skills, Writing a instructional objectives, introduction, explanation, questioning, stimulus variation, probing questioning, illustrating with examples. Skill of reinforcement, using chalk board.

UNIT-IV

1. Principles of Public Administration: Planning, Coordination, Communication, Centralization & Decentralization of administration

2. Local Government: Main provisions of 73rd and 74th Constitutional Amendment Act.

3. Role of ICT in Public Administration

INTERNAL PRACTICAL:

Preparation of report on the functioning of a village panchayat/ Municipal Corporation.

SUGGESTED READINGS :

- Basu, Rumki. *Introduction to Public Administration; Structure, Process and Behaviour.* Calcutta: World Press.
- Goel, S.L., *Health Care Administration.* New Delhi: Sterling Publishers.
- Luxmi Kanth, M., *Public Administration.* New Delhi: Tata Mcgraw Hills.
- Maheswari, S.R., *Public Administration.* Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration.* Ludhiana: Kalyani Publishers.
- Shaida, B.D. (1962). *Teaching of Political Science.* Jalandhar: Panjab Kitab Ghar, 1962.
- Singh, Gurmit (2008). ;wkfie nfXn?B dk nfXnkgB *(Samajik Adhain da Adhiapan).* Ludhiana: Chetna Parkashan.
- Singh, R.L., Teaching of History of Civics.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science.* New Delhi: Anmol Publications Pvt. Ltd.

C-6&7
PEDAGOGY OF SOCIOLOGY-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
- To acquaint pupil teachers with different methods and techniques of teaching of sociology.
- To acquaint the pupil-teachers with different audio-visual aids & utilization technique.
- To integrate the knowledge draws from various sources History, Geography, and civics, Economics, Political Science, Psychology and Literature (languages)
- To develop the skill of preparing of lesson plan & its presentation

COURSE CONTENT

UNIT-I

1. Meaning, nature, scope and importance of sociology in modern context.
2. Relation of Sociology with other subjects: Political Science, History, Literature (languages), Psychology and Geography.
3. Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy

UNIT-II

1. Methods of teaching
   a. Lecture method
   b. Source method
   c. Discussion method
   d. Problem method
   e. Project method
   d. Survey method
   f. Sociometric technique
2. Modern techniques and Devices:
       a) Assignment   d) Seminars
       b) Symposium   e) Dramatization,
       c) Illustration   f) Questioning
3. Sociology text-book- importance and qualities, Supplementary material: Magazines. Journals News papers, reference books.

UNIT-III

1. Unit Plan: Need, importance and steps of writing it in teaching of Sociology.
2. Use of ICT in teaching of sociology.
3 Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs.

UNIT-IV

1. Social Institutions – Marriage, Family, Kinship.
2. Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
3. Brief Contributions of Social Thinkers:
       Shri Guru Nanak Devji, S.C.Dube, Swami Vivekananda, Mahatma Gandhi

INTERNAL PRACTICAL
1. Writing a report on any social activity performed by the students.
2. Prepare a Project report on any Indian Thinkers

Suggested Readings :
- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Dans.
- Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

C-6&7
PEDAGOGY OF POLITICAL SCIENCE-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives:

- To acquire a conceptual understanding of the nature of Political Science
- Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To acquire basic knowledge and skills to analyze and transact the Social Sciences.
- To sensitize and equip student teachers to handle political issues.
- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Political Science.
- To understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming a Political Science teacher.

Course Outline

Unit I: Political Science: Context and Concerns
1. Historical development of Political Science/Civics as a school subject, Nature, scope and importance of Political Science.
2. Integration of Political Science with Social Science, languages, Mathematics, Art and Science.
3. Aims and Objective of teaching Political Science at Secondary (9-10 class) Level.

Unit-II: Pedagogical Issues
1. Methods of Teaching: Lecture, Discussion Method, Problem Solving Method, Project Method, Source Method., Cooperative learning Method.
2. Devices and Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Description, Brain-Storming and Field Trip.

Unit III: Curriculum and Professional Development
1. Critical Analysis of Political Science/Civics curriculum at secondary stage-features, issues and recommendations of NCF 2005.
2. Development of social values, Critical thinking, National values and social skills through Political Science Curriculum.
3. Qualities of Political Science Teacher, Professional development of Political Science Teacher (Concept, need and ways of professional development, role of different agencies).

Unit IV: Content
1. SAARC-formation and activities
2. Indian Constitution: Preamble, features and Stricture.
3. Pressure groups and role of democracy.

INTERNAL PRACTICAL
1 Reading a Political Map of India
2 Seminar on any one political event or Election process

BOOKS RECOMMENDED:

- Aggarwal, J.C. Teaching of Political Science and Civics. New Delhi: Vikas Publication.
- Chopra, J.K. (2005). Teaching of Political Science. Commonwealth Publishers, New Delhi, 2005.
- Faria, B.L., Indian Political System.
- Kashyap, Subash, Indian Constitutions.
- Preston, R.C., Teaching of World Understanding.
- Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962
- Singh, Gurmit (2008). ;wkfie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan). Ludhiana: Chetna Parkashan.
- Singh, R.L., Teaching of History of Civics.
- Syed, M.H. (2004). Modern Teaching of Civics/Political Science. New Delhi: Anmol Publications Pvt. Ltd.

C-6&7
PEDAGOGY OF SCIENCE-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

After completion of the course, the student teachers will be able to

- Appreciate science as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of science teaching.
- Use various methods and approaches of teaching science.
- Construct blue print of a question paper.
- Analyse the content pedagogically

COURSE CONTENT
UNIT-I
1. Meaning, nature and scope of science, impact of science and technology on society.
2. Aims and objectives of Teaching Science - Blooms' Taxonomy of Educational objectives (revised form also), Instructional objectives of teaching science at secondary and senior secondary level.
3. Formulation of specific objectives in behavioral terms (Magers approach and RCEM approach).

Unit-II
1. Methods of Teaching Science- Problem solving method, Lecture cum demonstration method, Projectmethod, Heuristic method.
2. Approaches of Teaching Science: Inductive and Deductive approach, Cooperative learning, inquiry based approach.
3. Scientific Attitude and its development.

Unit- III
1. Evaluation- concept, need, types and process.
2. Construction of objective based test items, preparation of blue print.

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3. Pedagogical analysis of following topics of science: Energy and its types, Newton's laws of Motion, Acid and Bases, Chemical Bonding, Circulatory system, food chain and food web.

Unit- IV

1. Metals and Non-Metals –Physical and Chemical properties.
2. Force and its types.
3. Micro-organisms- Bacteria and Virus.
4. Biogeochemical Cycles- Water and Nitrogen Cycle.

INTERNAL PRACTICAL

a) Contribution of any two Nobel Prize winners in science and General Information about any two National Level Science Institutes.
b) Preparation of a blue print and construction of test items for Achivement test in science.

Suggested Readings

- Das , R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007*). A Text book of Science of Class X*, New Delhi: NCERT.
- Kohli , V.K. (2006*). How to Teach Science.* Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (2010). *Modern Science Teaching.* New Delhi: Dhanpat Rai Pub. Co.
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). Teaching Science Developing as a Reflected Secondary Teacher. New Delhi : SAGE Publications India Private Limted.
- Siddiqui , N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Davar ,M.(2012).*Teaching of Science*. New Delhi: PHI Learning Private Limted.
- New UNSECO Source Book for Science. France: UNSECO
- Vaidya, Narendra (1996). *Science Teaching for 21st century*. New Delhi: Deep and Deep pub.
- Washten, Nathan S. (1967). *Teaching Science Creatively*. London: W.B. Saunders.
- Thurber, W. and Collete , A. (1964). *Teaching Science in Today's Secondary Schools*. Boston: Allen and Becon.
- Joshi S.R. (2007). *Teaching of Science* . New Delhi: APH Publishing Corporation.

C-6&7
PEDAGOGY OF PHYSICAL SCIENCE-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives: After completion of the course, the student teachers will be able to-

- Gain insight on the meaning and nature of Physical Science.
- Appreciate Physical Science as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of Physical Science teaching.
- Use various methods and approaches of teaching Physical Science.
- Stimulate curiosity amongst his students.

- Construct a blue print of question paper in Physical Science.
- Examine different pedagogical issues in learning Physical Sciences.

COURSE CONTENT
UNIT–I
   a) Physical Science: Concept, importance and impact of physical science in daily life.
   b) Aims and objectives of teaching physical science- Bloom's taxonomy of educational objectives and its revised form and Instructional objectives of teaching physical science at secondary and senior secondary level.
   c) Formulating Instructional objectives in behavioral terms (Magers and RCEM approach).

UNIT–II
   a) Methods- Scientific method, Project Method, Heuristic Method and lecture cum demonstration method.
   b) Approaches- Inductive & Deductive Approach, Cooperative Learning, Enquiry based approach
   c) Scientific attitude - Concept, characteristics and role of science teacher in its development.

Unit- III
   a) Evaluating Learning in Physical Science-Concept, need, types and Steps.
   b) Construction of objectives based test items, preparation of blue print.
   c) Pedagogical analysis of following topics in Physical Science- Mechanics (Force, Motion and Energy) Laws of Thermodynamics, Atomic Structure, Chemical Bonding.

Unit –IV
   a) Motion- Concept and types
   b) Force and its types.
   c) Chemical Reactions-Concept and its types.
   d) Chemistry in daily life- Food preservation, Medicine and clothing.

Internal Practical (Any two)
   a) Evaluation of Physics/Chemistry Text Book of any class.
   b) Preparation of any two models.
   c) Information about five journals contributing in the field of Physics/ Chemistry.
   d) Construction of objectives based test on three topics of Physics/ Chemistry.

SUGGESTED READINGS

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Das , R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Gupta, V.K. (1995). Teaching and Learning of Science and Technology, Delhi, Vikas Publishing House.
- Kalra, R.M. (2010). : Science Education for Teacher Trainees, New Delhi, PHI Learning.
- Kohli, V.K. (2006*). How to Teach Science.* Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot: NCERT
- Mangal, S.K. (2009). Teaching of Science in Secondary Schools, New Delhi: NCERT.
- Mohan, Radha (2007) .*Innovative Physical Science Teaching Method,* P.H.I., New Delhi.
- Richardson, J.S and Caboon, G.P. (2005). *Method and Material for Teaching General and Physical Science,* McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). *Modern Science Teaching.* New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.

C-6&7
PEDAGOGY OF LIFE SCIENCE-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES:

After completion of the course, the student teachers will be able to-

- Gain insights on the meaning and nature of Life Science.
- Appreciate LifeScience as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of Life Science learning.
- Use various methods and approaches of teachinglearning LifeScience.
- Stimulate curiosity amongst life science students.
- Write unit plans and lesson plans for effective teaching learning in Life Science.
- Prepare as well as to select suitable instructional aids in teaching life science
- Join various platforms to bring professional growth

COURSE CONTENT

UNIT–I

a) Life Science: Concept, importance and impact on daily life, correlation (intra-disciplinary inter-disciplinary and with day to day life)

b) Aims and objectives of teaching life science-Bloom's taxonomy of educational objectives and its revised form; Instructional objectives of teaching life science at secondary and senior secondary level.

c) Formulating Instructional objectives in behavioral terms (Magers and RCEM approach).

UNIT–II

a) Methods:lecture cum demonstration method, Scientific method, discussion method, Project Method, concept mapping.

b) Approaches:Inductive & Deductive, Problem Solving approach,Cooperative Learningapproach, experiential learning approach.

c) Scientific attitude:Concept, characteristics and role of science teacher in its development.

Unit- III

a) Lesson planning and Unit planning in lifescience :Meaning, importance and design. Preparation of ICT based lesson plans in life science.

b) Instructional Aids: Meaning, importance, classification, principles of selection. Use of Chalk Board, Charts, Models, Edusat, LCD Projector, Interactive board.

c) Life science teacher:Role in nurturing curiosity, aesthetic sense and creativity in life science, professional development programmes, role of reflective practices in professional development.

Unit –IV

a) Components of food
b) Photosynthesis
c) Human Respiratory system
d) Human Digestive system

Internal Practical

a) Contributions of eminent life scientists (any three)
b) Preparation of any two models.
c) Conducting and preparing action research report in life science during teaching practice.

SUGGESTED READINGS

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Kohli, V.K. (2006*). How to Teach Science.*Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (1998). *Modern Science Teaching.* New Delhi: DhanpatRai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Liversidge,T;Cochrane,M. Kerfoot,B. & Thomson,J. 2010, Teaching Science, SAGE Pub. India Pvt. Ltd., New Delhi.
- Ramakrishna,A. 2012, Methodology of Teaching Life Science; Dorling Kindersley(India) Pvt Ltd.
- Das, R.C. 2012, Science teaching in schools, Sterling Publishers Pvt Ltd., New Delhi.

C-6&7
PEDAGOGY OF COMPUTER SCIENCE-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES
- To acquire the knowledge of nature and scope of Computer Science
- To acquire the knowledge of history of Computer Science
- To develop an understanding of content of Computer Science at the Secondary School level.
- To develop an understanding of aims and objectives of teaching Computer Science
- To develop an understanding of the various methods, approaches and techniques of teaching Computer Science
- To develop the skill in preparing daily and unit lesson plans using various methods and approaches
- To develop the skill in critically analyze the syllabus of secondary school Computer Science curriculum
- To develop the appreciation towards the contributions of great personalities who contributed for the development of Computer Science
- To develop the appreciation towards the role of Computer Science in daily life
- Use the knowledge of computers in class room teaching

Unit I-THE TECHNIQUES AND TECHNOLOGY OF COMPUTER
- Introduction; computing needs; Generations of Computers;
- Principles of computing; Techniques of computing;
- Hardware & Software;
- Programming logics and learning strategies; Values of learning Computers

UNIT -II: NATURE AND SCOPE OF COMPUTER SCIENCE
- Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science
- Scope of Computer Science – Relation with other Sciences and its uses in day to day life.
UNIT – III: AIMS & OBJECTIVES OF TEACHING COMPUTER SCIENCE

- Aims and Objectives of teaching Computer Science at different levels
- Blooms taxonomy of Educational objectives
- Instructional objectives with specifications

UNIT – IV: INSTRUCTIONAL METHODS, TECHNIQUES AND PLANNING FOR TEACHING

- Strategies : Team teaching ,lecture, lecture cum Demonstration , Inductive-Deductive, Analytic-synthetic, Problem solving , seminar, small group strategies, cooperative learning , group learning, debate, discussion, Individualized strategies, Library based learning, programmed learning, CAL, Web based learning
- Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching. – meaning, organization and importance
- Planning: Unit plan & Lesson Plan - Meaning, steps, format and importance. Psychological significance of columns and steps of Lesson Plan.

Sessional Work:
- Critical analysis of Teaching aids and their applications in instruction and learning
- Preparation and presentation of slides for teaching any topic at the school level.

SUGGESTED READINGS :
- Agarwal J. C. (2006). Essential of educational technology. Teaching and Learning. New Delhi: Vikas Publishing House Pvt. Ltd.
- Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot.
- Haseen Taj. (2006),Educational Technology,H.P.Bhargava Book House, Agra
- Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt., ltd. Hyderabad
- Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.
- Mohanty, L. (2006). ICT strategies of schools. New Delhi: Sage Publication.
- Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
- Sharma, R.A. (2008). Technological foundation of education. Meerut: R. Lall Books. Depot.
- Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
- Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.
- Stone, E. (1996). How to use Microsoft access. Californi: Emergy ville.
- Vanaja, M. (2006). Educational Technology. Hyderabad: Neelkamal Publications Pvt

C-6&7
PEDAGOGY OF HOME SCIENCE-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives:
After completion of the course, the student teachers will be able to –

- Develop an understanding of the meaning and nature of Home Science for determining the aims and strategies of teaching learning.
- Integrate Home Science knowledge with other school subjects

- Identify and formulate aims and objectives of Home science Teaching.
- Critically evaluate the existing home science curriculum at secondary level.
- Apply various approaches and methods of teaching home science.
- Analyse different pedagogical issues in teaching home science

Unit-I

a) Home Science as a dynamic body of knowledge; Home Science as Science and art, its nature and its application to the needs of the society.
b) Uniqueness of Home Science and its inter disciplinary linkages vis a vis applications for human development.

Unit-II

a) Aimsand Objectives of Teaching of Home Science- Bloom's Taxonomy of EducationalObjectives (revised from also), Instructional Objectives, formulation of
b) Specific objectives in behavioral terms (Magers approach and RCEM approach).

c) Curriculum Construction- Principles and Evaluation of existing school curriculum of Home Science at Secondary level using different evaluation Models.

Unit-III

a) Approaches and Methods of Teaching Home Science- Lecture cum Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.
b) Pedagogical analysis of any five topics in Home Science.

Unit-IV

a) Food, its constituents, functions and sources.
b) Care and maintenance of cotton, wool and silk.
c) Guidelines for making flower arrangement and rangoli.
d) Elements of art in interior decoration.

Practical work
1. Flower arrangement and Rangoli
2. Visit to an industry related to food proceesing/ home decoration and report writing.
3. Activities for aesthetic development.

BOOKS SUGGESTED:
- Begum, Fahmeeda (2006) Modern Teaching of Home Science. Anmol Publications, New Delhi.
- Bhargava, Priya (2004) Teaching of Home Science. Commonwealth Publishers, New Delhi.
- Chandra, Arvinda, Shah, Anupama and Joshi, Uma 1995) Fundamentals of Teaching of Home Science. Sterling Publisher, New Delhi.
- Das, R.R. and Ray, Binita (1985) Teaching of Home Science Sterling Publishers, New Delhi.
- Kapoor, Ritu (1994) Teaching of Home Science. Parkash Book Depot, Ludhiana.
- Mago, Neelam: Teaching of Home Science. Tandon Publications, Ludhiana.
- Seshaiah, Ponnana Rama (2004) Methods of Teaching Home Science. Discovery Publishing House, New Delhi.
- Sharma, Shaloo (2002) Modern Methods of Teaching Home Science. Sarup& Sons, New Delhi.
- Siddiqui, MujibulHasan (2007) Teaching of Home Science. A.P.H. Publishing Corporation, New Delhi.

- Yadav, Seema (1994) Teaching of Home Science. Anmol Publications, New Delhi.
- Sharma, B.L. and Saxena , B.M(2012) Teaching of Home Science. R. Lall Book Depot, Meerut.
- Grover, Meenu (2012) Teaching of Home Science, Saurabh Publishing House, New Delhi.

C-6&7
PEDAGOGY OF MATHEMATICS-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES:
After completion of course the students will be able to:
- Develop insight into the meaning, nature, scope and objective of mathematics education;
- Appreciate the role of mathematics in day-to-day life;
- Learn important mathematics: mathematics is more than formulas and mechanical procedures;
- Channelize, evaluate, explain and reconstruct their thinking;
- See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;
- Appreciate the importance of mathematics laboratory in learning mathematics;
- Construct appropriate assessment tools for evaluating mathematics learning;
- Develop ability to use the concepts for life skills;
- Stimulate curiosity, creativity and inventiveness in mathematics;
- Develop competencies for teaching-learning mathematics through various measures
- Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes; and
- Examine the language of mathematics, engaging with research on children's learning in specific areas.

Course Content:
Unit I: NATURE AND SCOPE OF MATHEMATICS
1. Meaning and building blocks of Mathematics- Axioms, Propositions, Postulates, Quantifiers etc.; Nature of mathematics- Truth, Logic, Reasoning, Deductive, Problem Solving; Scope of mathematics.
2. A mathematical theorem and its Invariants- converse, inverse and contrapositive, proofs and types of proofs, Difference between proof and verification; Aesthetics by Birkhoff.
3. History of mathematics with special emphasis on teaching of mathematics, contribution of mathematicians- Aryabhatta, Ramanjunan, Pythagoras & Euclid.
Unit II: AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS

1. Need for establishing general objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-à-vis the objectives of school education;
2. Writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry, etc.

UNIT III: APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS

1. Nature of concepts; concept formation and concept assimilation; Concept Attainment Model.
2. Strategies for mathematical concepts- Activity based, Inductive- Deductive, Problem Solving, Project Method.
3. Cooperative Learning ensuring equal partnership of learners with special needs; Pedagogical analysis of topics in mathematics; Difference between teaching of Mathematics and teaching of Science

UNIT IV: PLANNING FOR TEACHING-LEARNING MATHEMJATICS

1. Unit planning- Meaning and Characteristics
2. Lesson Planning- Meaning, Need and Importance, steps for preparation and construction of lesson plans- Objective based, ICT based, Diary format and model based lesson plans
3. Instructional aid and its types, use of ICT in teaching of mathematics

Sessional Work: The students may undertake and one of the following activities:

- Assignment on construction of Test times
- Analysis of famous quotations on Mathematics
- Preparing Instructional aids.

Suggested Readings :

- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.*
- Arora, S.K. (2000). *How to Teach Mathematics.* New Delhi: Sterling Publishers Pvt. Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics.* Panipat: M/s N.M. Publishers.
- Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools.* New Delhi: NCERT.
- Mangal, S. K. (2007). *Teaching of Mathematics.* New Delhi: Arya Book Depot
- *N.C.E.R.T. Text Books 6th to 10th Standard.*
- *National Focus on Teaching of Mathematics.* Publication Department by the Secretary, National Council of Educational Reseach and Training, Sri Aurobindo Marg, New Delhi 110016.
- Padagogy of Mathematics : Textbook for two year B.Ed Course. Publication Department by the Secretary, National Council of Educational Reseach and Training, Sri Aurobindo Marg, New Delhi 110016.
- Shankaran & Gupta, H. N. (1984). *Content-cum-Methodology of Teaching Mathematics.* New Delhi: NCERT
- Siddiqui, Hasan. Mujibul (2005). *Teaching of Mathematics*: New Delhi: A.P.H Publishing co-operation.
- Sidhu, K.S. (1998). *Teaching of Mathematics.* New Delhi: Sterling Publication Pvt. Ltd.
- Thomas, A. S. (1993). *Mathematics for Elementary Teachers (An Interactive Approach).* Florida: HBJ Publishers
  Websites :

- http: // www.ncert.nic.in
- http: //rse.Sage pub.com .
- http: //www.edfac.unimelb.ed.ac
- http: //www.eric.ed.gov
- http: //www.merga.net.au
- http://ling.Springerimages.com
- http://www.ibe.unesco.org

PEDAGOGY OF HEALTH AND PHYSICAL EDUCATION
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives:
- To enable student teachers to develop an understanding of aims, objectives and importance of teaching of Health and Physical Education and Develop an understanding of the concept of Health Education.
- To describe the relationship of Health and Physical Education with other subjects.
- To develop awareness regarding first aid.
- To develop an awareness regarding the importance of physical fitness in individual and social life.
- To understand the Importance of Health and Physical Education Infrastructure, Equipments and Text Book.
- To acquaint them for food elements of balanced diet and food and its functions.
- To develop awareness regarding posture.
- To make pupil teacher aware of eligibility conditions to become Health and physical education teacher.
- To make the teaching of Health and Physical Education more interesting and innovative.

COURSE CONTENT
Unit : I
1. Health and Physical Education: Definition, Scope, Aims and Objectives of Health & Physical Education in school curriculum.
2. Need and Importance: Health and Physical Education programme in school curriculum.
3. Relationship: Health and Physical Education with General Education, Sociology and Psychology.

Unit : II
1. Health and Physical Education Teacher: Qualifications, Qualities and Responsibilities.
2. Health and Physical Education Text book: Need, Importance and Qualities of text book. Role of textbooks in teaching of Physical Education.
3. Health and Physical Education Infrastructure (Room, Indoor and Outdoor Play Fields) and Equipments: Need and Importance.
4. Physical Fitness: Components of Physical Fitness and Factors Effecting Physical Fitness.

Unit : III
1. Health Education: Concept of Health Education, Aims and Objectives of Health Education.
2. Balanced Diet: Meaning, Components of Balanced Diet and Functions of Food.
3. Posture: Importance of Good Posture, Common Postural Defects and Remedial Exercises.

UNIT: IV
1. Warming Up: Meaning, Importance of Warming and Cooling Down.
2. First Aid: Meaning, Need and Principles.
3. Recreation Programme: Significance of Recreation Programmes in School.
4. Rules and Regulations:
      Games: (a) Badminton (b) Volleyball

Internal Practical:
1. To help in conduct and organization of annual sports meet of the college.

2. (a) Types of Track Events.
   (b) Rules and Regulations:
   Athletics: (i) Shot Put (ii) Long Jump

RECOMMENDED BOOKS:

- Atwal & Kansal, (2003) A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
- Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education. Gurusar Sadhar: Gurursar Book Depot Publications.
- Sandhu, S.S. (2009). Teaching of Physical Education. Ludhiana: Chetna Parkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). Creative Teaching of Physical Education. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: Bhargava Press.
- Willmore, J.H. Costall: Physiology of Sports and Exercises. Human Kinetics Language Book Society, Champaign. IL
- Manjul, J.U.S., (1965). Sch0ool Swasthya Shiksha, Agra University: Universal Publisher
- Kaur, Manjit and Sharma, R. C: An Introduction to Health and Physical Education. Tandon Publishers, Ludhiana.
- Thomas, J.P.: Organizations of Physical Education. Gnanodaya Press, Madras.
- Voltmeter, F.V. and Esslinger, A. E. (1964): The Organisation and Administration of Physical Education. Third Edition. The Times of India Press, Bombay.
- Bucher, C.A., (1964). Fo0undations of Physical Education, New York:Mosby and Company.
- Kamlesh, M. L. (1983): Psychology in Physical Education and Sports. Metropolitan Book Company ,New Delhi.
- Singh, Ajmer and Others (2004): Essentials of Physical Education. Kalyani Publishers, Ludhiana.

C-6&7
PEDAGOGY OF COMMERCE-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Course Objectives

- To develop an understanding of the content in commerce
- To acquire the knowledge of nature and scope of commerce
- To acquire the knowledge of history of commerce
- To develop an appreciation towards the role of commerce in daily life.
- To develop the understanding of aims and objectives of teaching commerce.
- To develop the understanding of the various methods, approaches and techniques of teaching commerce
- To develop an understanding of planning daily lessons and unit plan.
- To apply the knowledge of methodology in their teaching

UNIT- 1: BUSINESS AND BANKING

Nature of Business- Meaning, scope of Business, Evolution of Business, different stages involved in business, Business ethics; meaning and importance of large scale business organizations; Forms of Business ownership- Meaning and kinds; partnership Firms – Meaning, features, Types, Advantages & limitations, Applicability; contemporary issues in Business (concepts only); Banking-Meaning and characteristics of Banks, different types of accounts, advantages of Bank accounts.

UNIT- 2: NATURE AND SCOPE OF COMMERCE
- Meaning and nature of commerce.
- History of India's Freedom Movement in Commerce
- Constitutional obligation, India's common cultural heritage.
- Need and importance of Teaching & Learning of Commerce
- Structure of commerce as a subject
- Correlation of Commerce with Economics, Mathathematics, Geography, Social Science.
- Place of Commerce in school curriculum.
- Importance of Commerce in daily life.

UNIT –3: OBJECTIVES OF TEACHING & LEARNING COMMERCE
- General aims and objectives of teaching Commerce.
- Aims of Teaching Commerce – Disciplinary, Utilitarian & Cultural.
- Objectives of Teaching Commerce according to Bloom's Taxonomy of Educational objectives.
- List of Instructional objectives in Behavioural terms.

UNIT – 4: APPROACHES AND METHODS OF TEACHING COMMERCE AND LESSON PLANNING
Lecture method, Discussion method, Lecture-cum-demonstration method, Inductive deductive method, Survey and Market studies, Analytical method, Project method, Problem solving method, Simulation and role playing Techniques: Review, Field work, interview

Lesson Planning
Unit Analysis, Content Analysis and Task Analysis *;* Planning daily lesson plan; Unit plan- Steps, format, advantages of unit planning *;* Difference between Unit Plan and Lesson Plan

Sessional Work:
- Visit to banks, insurance house, trade centers, companies & other business house
- Collection of business documents, newspaper and magazines articles and analyse.

Reference
- Aggarwal (2008) Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House Kochhar, S.K., (1997) Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Chauhan S.S (2008) Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.
- Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008) Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.

C-6&7
Pedagogy OF AGRICULTURE-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES
- 1.To make student teachers familiar with the importance of the subjects.
- 2.To develop power of critical thinking in the student teachers.

- 3.To apprise student teachers of different methodologies for teaching Agriculture at the school stage.

COURSE CONTENT
UNIT-I
(a) Meaning and Scope of Agriculture.
(b) Aims of Teaching Agriculture and its Place in the School Curriculum.
(c) Correlation of Agriculture with Economics, Geography, Ecology and Biology.
UNIT-II
(a) Methods of Teaching Agriculture as Demonstration, Discussion, Problem-solving, Project and observation.
(b) Lesson Planning, unit planning
(c) Types and use of various agricultural impliments.
UNIT-III
(a) Brief History of Agriculture in Punjab after green revolution.
(b) Knowledge about sowing of Rabbi and Kharif crops in India.
UNIT-IV
(a) Soil: Type, Formation, Soil Fertility, Soil Conservation.
(b) Tillage: Preparatory Tillage, methods of Sowing Seeds, Tillage Implements & Tools.
(c) Manure: Natural and Agriculture Manures, Farmyard Manure, Compost, Green Manure, Nitrogenous, Potassic and Phosphatic Manures.

Internal Practical/ sessional work :
Prepare a scrapbook with different seeds, leaves and their properties.

BOOKS SUGGESTED:
ICAR Handbook of Agriculture. New Delhi: Govt. of India.
*Handbook of Agriculture.*Ludhiana: PAU.
Sharma, R.C. :*Modern Science Teaching*.

C-6&7
PEDAGOGY OF MUSIC-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES
- To enable student teacher to understand the importance of Indian Music.
- To provide knowledge of different methods and techniques of teaching music.
- To acquaint student teacher with latest teaching skills.
- To equip with various types of Ragas and different talas.
- To enable student teachers to organise competitions.
- To develop understanding & aesthetic sense in student.
COURSE CONTENT

UNIT-I
  a) Historical development of Music and Musical instruments from Ancient times to Modern Times;
  b) Aims & objectives of teaching of music, importance of Music in daily life.
  c) Music Curriculum construction
  d) Indian Classical Music in educational institutions – Its importance, popularization.

UNIT-II
  (a) Methods of teaching music
  (b) Relationship of music with other subjects.
  (c) Voice-culture & larynx

UNIT-III
  (a) Writing a lesson plan, unit plan –concept, procedure, importance.
  (b) Evaluation in Music

UNIT-IV
  (a) Knowledge of following Talas- Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartal and
  Teental.
  (b) Knowledge of different parts of instruments Tanpura/Sitar/Tabla.

Internal Practical
  a) Preparing a scrap book on any two famous Musicians and their contribution.
  b) Recitation of National Anthem.

Suggested Readings :

Khanna, Jyoti (2015). *Sangeet Adhyapan.* Ludhiana: Tandon Publications.
Saryu Kalekar - Teaching of Music
Panna Lal Madare - Teaching of Music

C- 6&7
PEDAGOGY OF FINE ARTS-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES:
To enable student teachers to:
  • Learn and understand theconcept, importance and scope of art and to
    apply them in teaching and in daily life.
  • Acquaint withobjectives and different principles of fine arts.
  • Develop the skill of using various teaching methods and techniques for teaching of fine arts.
  • Develop criticism and aesthetic sense.
  • Develop imagination and sense of appreciation and interest in teaching of fine arts.
  • Know about professional competencies of fine arts teacher.

COURSE CONTENT:
UNIT-I

  1. What is Art : Concept, Importance and Scope/different forms of Art
  2. Origin and development of art in India with special reference to pre-historic and Mughal Period.
  3. Aims and objectives of teaching Fine Arts at secondary level; Role of art in daily life.

4. Principles of teaching Fine Arts.

UNIT-II

1. Importance of Exhibitions & Competitions in encouraging creative Expressions among Students.
2. Principles of curriculum construction at secondary level.
3. (a)Importance of Art Room - its organization and various requirements.
   (b) Art criticism and aesthetic judgment in evaluating an art object.
4. Contributions of Artists: Sobha Singh, Amrita Shergill, RabinderNath Tagore, SatishGujral.

UNIT-III

1. Qualities and professional competencies of fine arts teacher.
2 .Methods and Techniques of teaching Fine Arts:
   a. Lecture cum Demonstration method.
   b. Direct Observation method.
   c. Method of Imagination and Free Expression.
3. New trends in teaching of Fine Arts.

UNIT-IV

   1.Art as an occupation.
   2. Design- Its meaning & types.
   3. Colour- Types and effects.

INTERNAL PRACTICAL
Practical work to be submitted by students during the session:
   (a) One Canvas in size 18'X 22'
   (b) One utility item.
   (c) Size-½ Imperial Size Sheet.
      I. Landscapes - 2
      II. Design – 2

BOOKS RECOMMENDED:
   • Brown, Percy (1953). Indian Painting, Calcutta.
   • Chawla, S.S. (1986). *Teaching of Art.*Patiala: Publication Bureau, Punjabi University.
   • Harriet, Goldstein (1964). *Art in Everyday Life.*Calcutta: Oxford and IBH Publishing Company.
   • Jaswani, K.K., Teaching and Appreciation of Art in Schools.
   • LowenfeldViktor .Creative and Mental Growth.
   • Margaret, Marie Deneck (1976). *Indian Art.*London: The Himalata Publication.
   • Sharma, L.C., History of Art, Goel Publishing House, Meerut.
   • Read, Herbert. Education through art [paperback].
Shelar, Sanjay. *Still Life.*JyotsnaPrakashan.

C-6&7
Pedagogy of Sanskrit-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)
Objectives:
• To understand the different roles of language.
• To develop an understanding of the nature of language system.
• To understand the role and importance of Sanskrit and its cultural background.

• To be able to develop creativity among learners.
• To be able to know the place of Sanskrit in curriculum.
• To be able to examine authentic literary and non-literary texts in Sanskrit.
• To understand the use of language in context, such as grammar and vocabulary in context.
• To be able to develop activities and tasks for learners.
• To be able to practice the language teaching skills.
• To understand about the methods of teaching Sanskrit.
• To be able to use multilingualism as a strategy in the classroom situation.
• To understand and prepare various kinds of lesson plans.
• To understand the relationship between curriculum, syllabus and textbooks in Sanskrit.
• To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology). • To understand the process of language assessment.
• To understand the need and function of language lab.

Course Outline
Semester I
UNIT 1: ROLE OF LANGUAGE
1. LANGUAGE AND SOCIETY
   - Language and gender
   - Language and identity
   - Language and power.
 2.   LANGUAGE IN SCHOOL
   - Home language and the school language
   - Centrality of language in learning
   - Language across the curriculum
   - Difference between language as a school subject and language as a means of learning and communication
   - Multilingual classrooms.
  3. POSITION OF LANGUAGES IN INDIA
   - Constitutional provisions and policies of language education (Articles 343-351, 350A)
   - Kothari Commission (1964-66)
   - NPE-1986; POA-1992
   - National Curriculum Framework-2005 (language education); Position of Sanskrit.
Unit II : IMPORTANCE OF SANSKRIT LANGUAGE
   - Sanskrit language and literature
   - Sanskrit language and Indian languages
   - Socio-cultural importance of Sanskrit language
   - Sanskrit as a modern Indian language
   - Importance of teaching Sanskrit in India
   - Problems related to Sanskrit teaching at school level.
Unit III: AIMS AND OBJECTIVES OF SANSKRIT LANGUAGE TEACHING
   - Aims and objectives of Sanskrit teaching at different levels (Primary, Secondary and Higher Secondary levels)
   - Quality of Sanskrit teaching: Pre-class, in-class and after-class
   - Place of Sanskrit at different levels of school education (Primary, Upper Primary, Secondary and Higher Secondary levels)
   - Place of Sanskrit in three language formula and its objectives
   - Place of Sanskrit at Sanskrit pathshalas

- Sanskrit Commission and Curriculum
- Sanskrit Curriculum and textbooks at school level.

UNIT IV: TEACHING SKILLS AND ACQUISITION OF LANGUAGE SKILLS

1. ASPECTS OF LINGUISTIC SYSTEM: Language as a rule governed behaviour and linguistic variability.
2. LINGUISTIC SYSTEM: The organisation of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; basic concept in phonology, syntax and semantics; Speech and writing; Discourse.
3. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT;
4. ACQUISITION OF LANGUAGE SKILLS: Listening, speaking, reading and writing.

- Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading: Sub skill of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
- Writing: Sub skills of writing; Process of writing; Formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc. reference skills; Study skills; Higher order skills.

Sessional Work:
Do a survey of five schools in your neighbourhood to find out:
- (i)   Level of introduction of Sanskrit
- (ii)   Textbooks used in the classroom

Suggested Reading:
- V.P. Bokil and N.R. Paarasnis : A New Approach to Sanskrit (V.G. Kelkar, Poona)
- Raghunath Safaya : The teaching of Sanskrit
- Pt. Sitaram Chaturvedi : Sanskrit ki Shiksha
- Micaael Weak : The teaching of Sanskrit
- D.G. Apte : The Teaching of Sanskrit A.B. Keith : Classical Sanskrit Grammar
- M.R. Kale : Higher Sanskrit Grammar
- Jahangirdar : Introduction to Comparative Philology
- Sanskrit Commission Report 1937, Government of India
- P.C. Chakravarti : Philosophy of Sanskrit Grammar.

C- 6&7
PEDAGOGY OF ENGLISH – I
Total Marks: 50 (Theory : 40 + Internal Assessment : 10)

Objectives
After completion of course the student will be able to
- Understand the nature of English language and its relation to disciplinary knowledge
- Analyse the pedagogy as the integration of knowledge about the learner, the subject and societal context
- Apply pedagogical approaches for the teaching in different situations

Contents
UNIT-I :- Role of language and position of English in India
   a) Nature of language: Linguistic principles & their pedagogical implications
   b) Language and society: With special reference to gender, identity, power and class (society).
   c) Role of English language in the Indian context: English as a colonial language, English in post-colonial times; English as a language of knowledge; position of English as second language in India; English and role of mother tongue; English as a link language in global context; challenges of teaching and learning English.

UNIT-II Methods and Approaches of Language Teaching
Methods
   a) Grammer Translation Method
   b) Direct/Natural Method
   c) Audio-Lingual Method
Approaches
   a) Structural-Situational Approach
   b) Communicative Approach
   c) Multilingual Approach
   d) Constructive Approach

UNIT-III Acquisition of Language Skills
   a) Acquisition of language skills :- Listening and speaking,
      Developing listening skills: Identification of sounds, understanding syntactic patterns, identifying emotional/attitudinal tone
      Tasks, materials and resources for developing the listening and speaking skills: Story- telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, discussions, debates, workshops and seminars
   b) Teaching of Grammar (Inductive and Deductive approach)
   c) Teaching of Vocabulary

UNIT-IV Evaluation of language proficiency of student teacher in the areas of (according to CBSE and PSEB pattern)
   a) Grammar : Parts of speech, Reported speech, voice and vocabulary items
   b) Unseen passage (Factual and literary passage)

- Doff, A. (1988). *Teach English: A Training Course for Teachers.* Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). *Teaching Without lecturing.* London: Oxford University Press.
- French, F.G. (1963). *Teaching English as an International Language.* London: OUP.
- Gokak, V.K. (1963). *English in India. Its Present and Future.* Bombay: Asia Publishing House.
- Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns.* London: OUP.
- Kohli, A.L. (1999). *Techniques of Teaching English.* New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). *Teaching of English.* Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication.

ਅਧਿਆਪਨ ਜੁਗਤਾਂ :

ਭਾਣ, ਵਿਚਾਰਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਂਜ਼ਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰੁਕਿਰਿਆਵਾਂ, ਵਿਲੇਣ, ਅਭਿਆਸ, ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਨ ।

ਪਾਠ ਸਮੱਗਰੀ :

ਇਕਾਈ 1

1   ਭਾਾ ਪਰਿਭਾਾ, ਅਧਾਰ, ਪ੍ਰਕ੍ਰਿਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ ।
2   ਪੰਜਾਬੀ ਭਾਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ ।
3   ਲਿੱਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁਖੀ ਲਿੱਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ ।
4   ਮਾਤ ਭਾਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉੱਦੇ, ਮਹੱਤਵ ਅਤੇ ਮਾਤ੍ਰਭਾਾ ਸਿੱਖਿਆ ਦੇ ਸਿਧਾਂਤ, ਸੂਤਰ ।

ਇਕਾਈ 2

1   ਭਾਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਜ਼ਦੇ ਅਭਿਆਸ।

ਅਤੇ ਅੁੱਧ ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ ।

ਇਕਾਈ 3 :-

1   ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਪਾਠ-ਪੁਸਤਕ – ਮਹੱਤਵ, ਵਿਸ਼ੇਸਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ ।
2   ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ – ਮਹੱਤਵ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ ।
3   ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ – ਅਰਥ, ਉਦੇਸ਼ ਅਤੇ ਉਪਯੋਗੀ ਮਹੱਤਵ ।
4   ਮਾਤ-ਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ – ਅਰਥ, ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ ।

ਇਕਾਈ 4 :-

1   ਵਰਨ ਬੋਧ – ਸਵਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ, ਲਗਾਂ-ਮਾਤਰਾਂ, ਲਗਾਖ਼ਰ, ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ ।
2   ਸ਼ਬਦ ਬੋਧ, ਸ਼ਬਦਾਂ ਦੇ ਭੇਦ – ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ, ਸਬਦ ਰਚਨਾ, ਵਿਪੈਤਰ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ, ਬਹੁ-ਅਰਥਕ ਸ਼ਬਦ ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ :-

1 ਨਿਰਧਾਰਤ ਪਾਠ-ਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ (6ਵੀਂ ਤੋਂ 10ਵੀਂ ਤੱਕ)
2 Translation of one article in English (3/4 pages) into Punjabi language

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1. भाषा की विभिन्न भूमिकाओं को जानना ।
2. भाषा के स्वरूप और व्यवस्था को समझना ।
3. भाषा सीखने के तरीके और प्रक्रिया को जानना ।
4. भाषायी कौशलो में दक्षता ।
5. भाषा के व्यावहारिक प्रयोग में निपुणता लाना ।
6. साहित्य विभिन्न विघाओं का ज्ञान करवाना
7. पाठ—योजना निर्माण के योग्य बनाना ।
8. मूल्याकन की योग्यता का विकास करना ।
9. सहायक शिक्षण सामग्री के निर्माण तथा प्रयोग के योग्य बनाना ।

इकाई (क)

भाषा का स्वरूप
      क. हिंदी भाषा तथा उसकी बोलियाँ, देवनागरी लिपि की विशेषताएँ तथा सीमाएँ ।
      ख. हिंदी पढ़ने—पढ़ाने की चुनौतियाँ ।
      ग. भाषा की भूमिका— समाज में, विद्यालय में, तथा शिक्षा के माध्यम के रूप में ।
      घ. हिंदी शिक्षण के सिद्धान्त और सूत्र ।

इकाई (ख)

भाषायी दक्षतायें ⁄ कौशल —
      क. श्रवण कौशल — अर्थ, उददेश्य, विकसित करने की विधियाँ ।
      ख. मौखिक अभिव्यक्ति — अर्थ, उददेश्य, गुण, विधियाँ ।
      ग. पठन् कौशल — अर्थ, उददश्य (कहानी, कविता) ।
      घ. लेखन कौशल — अर्थ, उददेश्य, सोपान एवं विधियाँ (निबन्ध, पत्र, रिपोर्ट
            लिखने का अभ्यास)

इकाई (ग)

क सहायक शिक्षण सामगी — अर्थ, उपयोगिता, प्रकार— पत्रिकाओं, समाचार पत्रों,
      रेडियो तथा कम्प्यूटर का शिक्षण सामग्री के रूप में उपयोग तथा प्रयोग ।
ख पाठ योजना — अर्थ, महत्व, उददेश्य, सोपान ।

इकाई (घ)

क — हिन्दी शब्दों का वर्गीकरण — अर्थ ए उत्पति ए व्युत्पति
ख — हिन्दी ध्वनियों का वर्गीकरण — मात्रायेंए उच्चारण स्थल ए   प्राण तत्व
   <u>प्रायोगिक कार्य</u>
   क. अंगरेज़ी तथा क्षेत्रीय भाषा के अनुच्छेद का हिंदी में अनुवाद ।
   ख. अपनी पसंद की निम्न में से किसी एक साहित्यिक विघा पर तीन मौलिक
      रचनाएँ (कविता, लघु कथा, निबंध, लघु नाटक, सम्वाद) ।

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Note : Revised B.Ed Semester-I (2015-16) syllabus as per Board of Study Decision on 23.09.2015

Submitted by:

Dr. H. S. Brar
Convenor, Board of Studies in Education,P.U. Chandigarh.

ANNEXURE 4

MASTER PLAN OF INSTITUTION

GROUND FLOOR PLAN

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SITE PLAN SHOWING THE BUILDING OF "MAHARISHI DAYANAND COLLEGE OF EDUCATION" SITUATED AT HANUMANGARH ROAD, AZIMGARH ABOHAR, DISTT. FAZILKA(PB)

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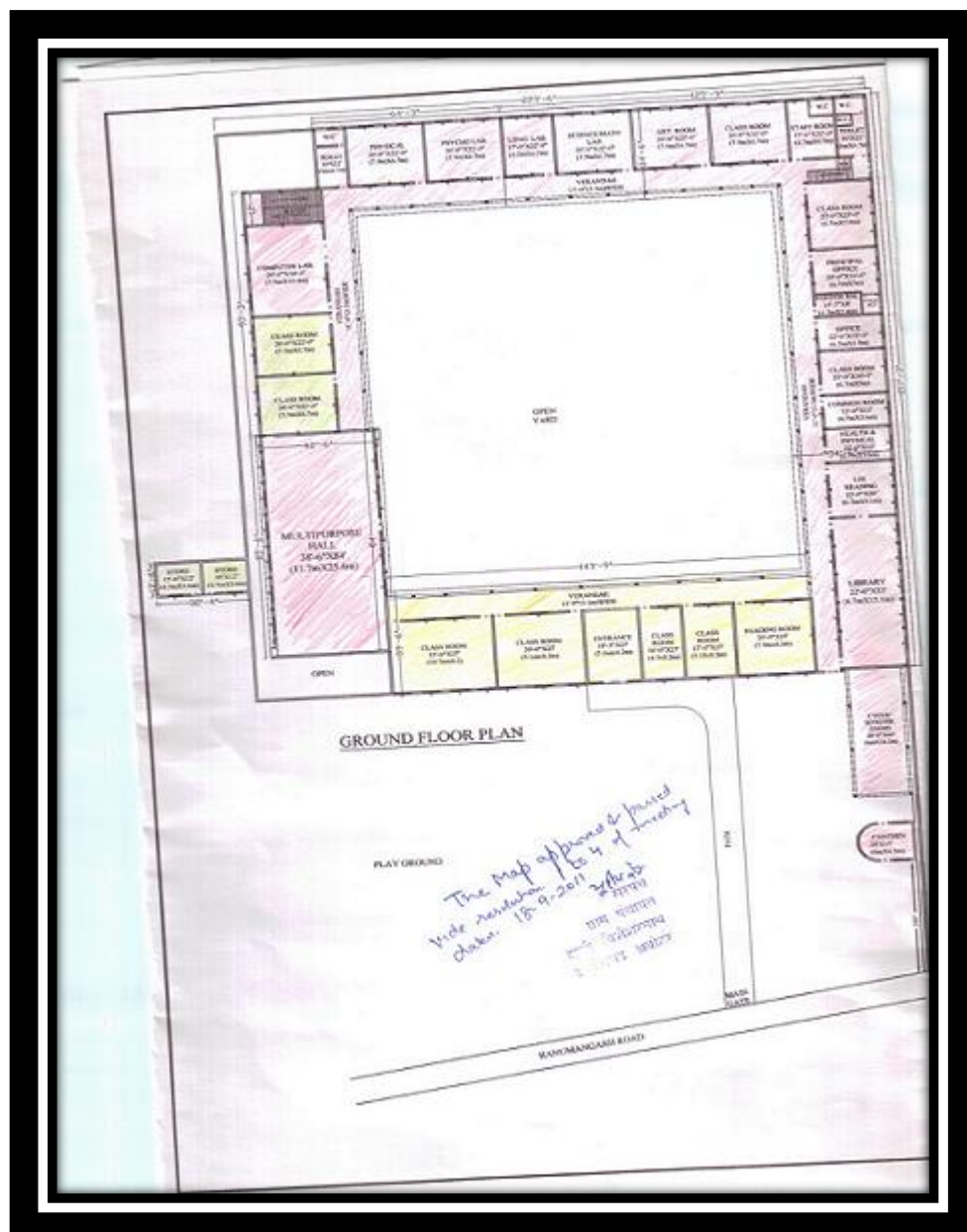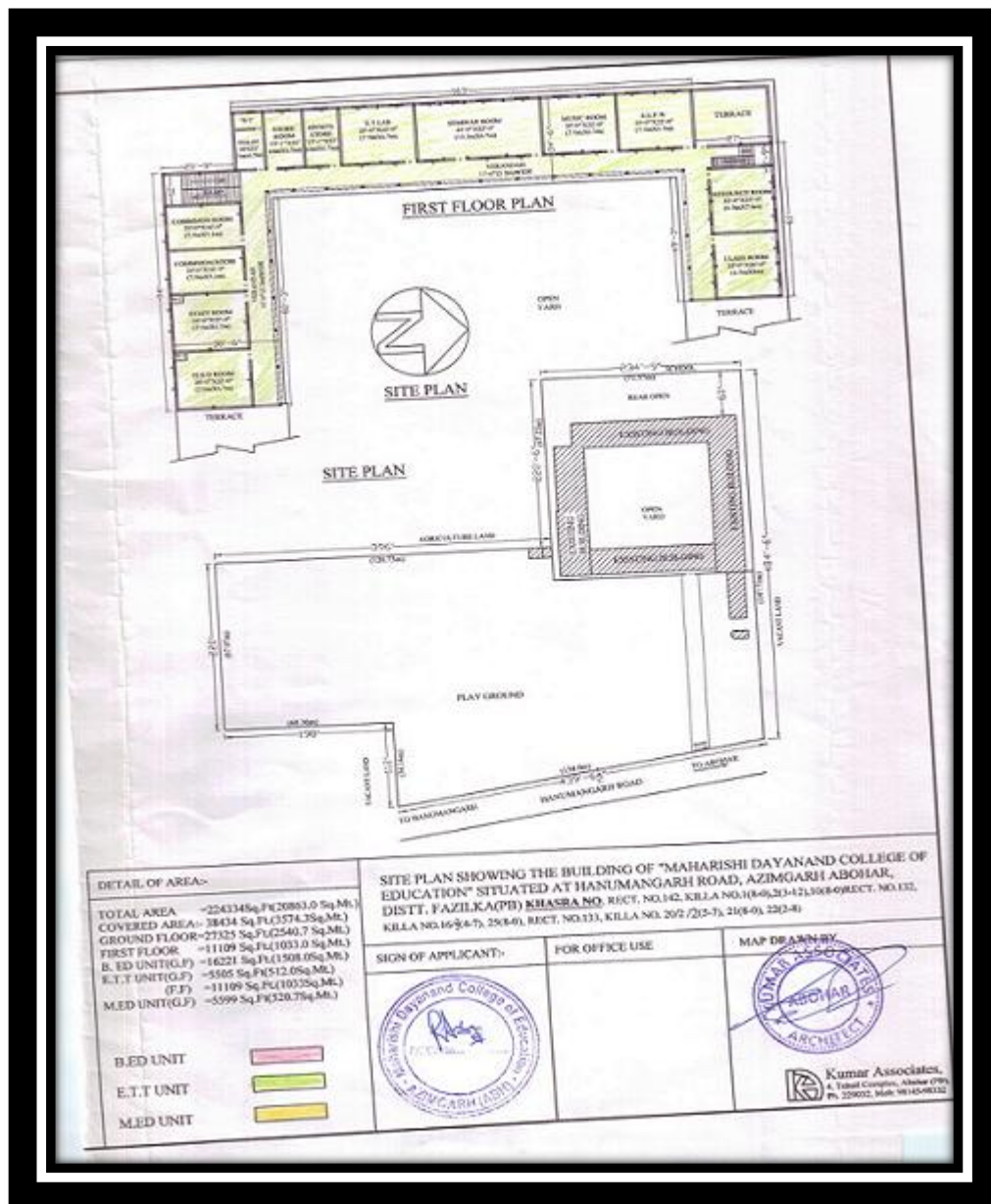
ANNEXURE 8

SAMPLE PERFORMAS OF STUDENT FEEDBACK ON COURSE, OVERALL EVALUATION OF PROGRAMME AND TEACHING AND FACULTY

Sample Questionnaires for Feedback from Students Affiliated / Constituent Colleges

Questionnaire No. 1
College XYZ

Programme:

Department: Semester/Term/Year:

Students are required to rate the courses on the following attributes using the 4 - point scale shown. The format given is for one course. Do the same for other courses on separate page.

4.00	3.00	2.00	1.50	0.0
A	B	C	D	

Very Good   Good   Satisfactory   Unsatisfactory
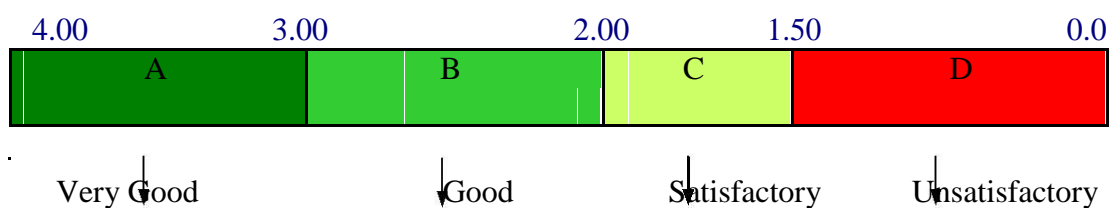
Course-I

Parameters	A	B	C	D
	Very Good	Good	Satisfactory	Unsatisfactory
1. Depth of the course content including project work if any				
2. Extent of coverage of course				
3. Applicability/relevance to real life situations				
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)				
5. Clarity and relevance of textual reading material				
6. Relevance of additional source material (Library)				
7. Extent of effort required by students				
8. Overall rating				

Questionnaire No. 2

College XYZ

Student Feedback on Teachers

Department :   Semester/Term/Year :

Please rate the teacher on the following attributes using the 4 -point scale shown

4.00	3.00	2.00	1.50	0.0
A	B	C	D	

Very Good   Good   Satisfactory   Unsatisfactory
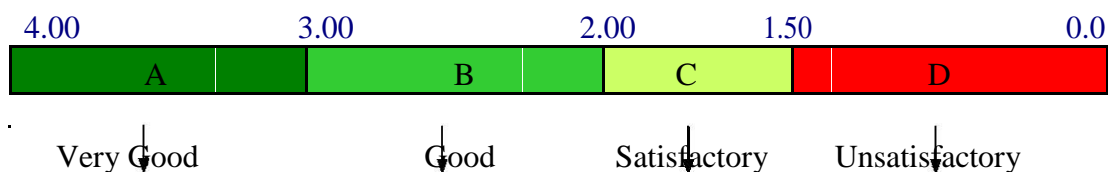
Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)				
2. Communication Skills (in terms of articulation and comprehensibility)				
3. Sincerity / Commitment of the teacher				
4. Interest generated by the teacher				
5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses				
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)				
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course				
9. Provision of sufficient time for feedback				
10. Overall rating				

Questionnaire No. 3

College XYZ

Students' overall Evaluation of the programme and Teaching

(To be filled only after the course results are declared)

Department   :   Course   :

Teacher   :   Year   :

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

   a) Adequate   b) inadequate
   c) challenging   d) Dull

2. Background for benefiting from the course was
   a) more than adequate   b) adequate
   c) Inadequate   d) cannot say

3. Was the course easy or difficult to understand?
   a) Easy   b) manageable
   c) Difficult   d) very difficult

4. How much of the syllabus was covered in the class?
   a) 85 to 100%   b) 70 to 85%
   c) 55 to 70%   d) less than 55%

5. What is your opinion about the library material and facilities for the course?
   a) more than adequate   b) adequate
   c) Inadequate   d) very poor

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6. To what extent were you able to get material for the prescribed readings?
    a) Easily   b) with some difficulty
    c) not available at all   d) with great difficulty

7. How well did the teacher prepare for the classes?
    a) Thoroughly   b) satisfactorily
    c) Poorly   d) indifferently

8. How well was the teacher able to communicate?
    a) Always effective   b) sometimes effective
    c) Just satisfactorily   d) generally ineffective

9. How far the teacher encourages student participation in class?
    a) mostly yes   b) sometimes
    c) not at all   d) always

10. If yes, which of the following methods were used?
    a) Encouraged to raise questions   b) get involved in discussion in class
    c) encourage discussion outside class   d) did not encourage

11. How helpful was the teacher in advising?
    a) Very helpful   b) sometimes helpful
    c) not at all helpful   d) did not advise

12. The teacher's approach can best be described as
    a) Always courteous   b) sometimes rude
    c) always indifferent   d) cannot say

13. Internal assessment was
    a) Always fair   b) sometimes unfair
    c) Usually unfair   d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?
    a) Helps to improve   b) discouraging
    c) no special effect   d) sometimes effective

15. How often did the teacher provide feedback on your performance?
   a)   Regularly/in time   b) with helpful comment
   c) often/ late   d)   without any comments

16. Were your assignments discussed with you?
   a)   Yes, fully   b)   yes, partly
   c)   not discussed at all   d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?
   a)   Yes   b)   No

   If yes, was it helpful?
   a)   Yes   b)   No

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

Appendix- 2: Sample formats for Teacher appraisal Reports

(Source: UGC)

Format- 1
PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL OF TEACHERS

i) General Information

   a) Name :

   b) Address (Residential) :   Ph. No. :

   c) Designation :

   d) Department :

   e) Date of Birth :

   f) Area of Specialization :

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School				
Higher Secondary or Pre-degree				
Bachelor's Degree (s)				
Master's Degree (s)				
Research Degree (s)				
Other Diploma / Certificates etc.				

  * Teachers already in employment at the time of introduction of the scheme and
    for new entrants at the time of joining of the institution.

ii)   Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B)   Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C)   Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date Conference/

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience :
_____

a) Under-graduate (Pass) :
_____

b) Under-graduate (Hons):
_____

c) Post-graduate : _____

viii)   Innovations/Contributions in Teaching

a) Design of Curriculum

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material Including books, reading materials, Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension
Work and National Service Scheme (NSS), or NCC or any other similar
activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees on
Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

   (b) Editorship of Journals

F. Any other information

                                          (Signature of the Teacher)

Format- 2
PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

A. General Information

    a) Name

    b) Date of Birth

    c) Address (Residential)   Ph.No.

    d) Designation

    e) Department

    f) Area of Specialization

    g) Date of Appointment

        (i)   in the institution

        (ii)   in the present post

    h) Honors Conferred

B. Teaching

(a) Classes Taught

Class	Periods		
	Assigned per week **L T/P	Taught in the year L T/P	Steps taken for the teaching of periods missed during absence or leave
	(1)	(2)	(3)

i) U.G. (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons)			
ii) PG (M.A./M.Sc.etc.)			
iii) M.Phil			
iv) Any other			

* (To be filled at the end of every academic year) **
L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students

d) Details of participation in the following:

   (i) University Education

   (ii) Internal Evaluation

   (iii) Paper Setting

   (iv) Assessment of Home assignments

   (v) Conduct of Examinations

   (vi) Evaluation of Dissertation etc

C. Details of Innovations / Contribution in Teaching, during the year :

   a) Design of curriculum

   b) Teaching methods

   c) Laboratory experiments

   d) Evaluation methods

   e) Preparation of resource material including books, reading materials, laboratory manuals etc.

   f) Remedial Teaching / Student Counseling (academic)

   g) Any other

D. Improvement of Professional Competence:

   (a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

E. Research Contributions:

a) Number of students (M.Phil./ Ph.D.)

At the beginning of the Year		Registered during the year	Completed during the year
M.Phil			
Ph.D.			

b) No. of research papers published (please enclose list)

c) Research Projects:

Title of the Project	Name of the funding agency	Duration

d) Details of Seminars, Conferences, Symposia organized

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc.

F. Extension Work/Community Service

   a) Please give a short account of your contribution to:

      i) Community work such as values of National Integration,
          secularism, democracy, socialism, humanism, peace,
          scientific temper, flood or drought relief, small family norms etc.

      ii) National Literacy Mission

   b) Positions held/Leadership role played in organizations linked with Extension
       work and National Service Scheme (NSS), or NCC or any other similar activity.

G. Participation in Corporate Life:

Please give a short account of your contribution to:

   a)   College/University/Institution

   b)   Co-curricular activities

   c) Enrichment of campus life
       (hostels, sports, games, cultural activities)

   d) Students welfare and Discipline

   e) Membership/Participation   in   Bodies/Committees   on
       Education and National Development

  f) Professional Organizations of Teachers

H. Assessment

   a) Steps taken by you for the evaluation of the course programme taught

I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

(Signature of the Teacher)

J. * Verification of factual data

   A. General Information

   B. Teaching

   C. Details of Innovations/Contribution in teaching, during the year

   D. Improvement of Professional competence

   E. Research contributions

   F. Extension work/community service

   G. Participation in Corporate Life

(Signature of the Person authorized*)

   *By a person to be nominated by Principal/Vice-Chancellor.

BALANCE SHEET

MAHARISHI DAYANAND EDUCATIONAL SOCIETY , ABOHAR
UNIT - MAHARISHI DAYANAND COLLEGE OF EDUCATION , ABOHAR

BALANCE SHEET AS ON 31 MARCH 2014.

PARTICLLAR	AMOUNT		PARTICULAR	AMOUNT	
CAPITAL FUND			FIXED ASSETS	9586156.47	
BAL.AS PER L/YR	8311104.73		Less : DEPR.	908032.01	
ADD : C/YR SUR.	293336.18			------------------	8678124.46
	----------------	8604440.91			
LOANS & BORROWINGS			CURRENT ASSETS, LOANS & ADVANCES		
			CASH & BANK BALANCES		
			PNB 4152	4333.30	
			PNB 4321	640984.55	
UNSECURED LOANS			PNB 9044907	12936.30	
AS PER ANNEXURE		3784277.00	PNB 16625	1030.30	
			PNB 515 (PF A/C)	466686.00	
			FDR	2902843.00	
			FDR (Acc.PF)	800000.00	
			ACCRUED INTT	286417.00	
				------------------	5115230.45
CURRENT LIABILITIES, PROVISIONS			LOANS & ADVANCES		
SECURITY A/C			PSEB SECURITY	37150.00	
ACCUMULATED PF	1266686.00		TEL.SECURITY	500.00	
TDS ON SALARIES	6780.00		TDS INTT. 2005-06	11125.00	
SALARY PAYABLE 3/13	316695.00		TDS INTT. 2006-07	8745.00	
			TDS	4450.00	
ESI PAYABLE	1093.00		P/R ACCOUNT	120327.00	
	----------------	1591254.00	Employees Advances	4320.00	
				------------------	186617.00
TOTALS	13979971.91		TOTALS	13979971.91	

(CHAIRMAN)   Principal

(ACCOUNTANT)

Maharishi Dayanand College of Education

ABOHAR-152116

MAHARISHI DAYANAND EDUCATIONAL SOCIETY , ABOHAR
UNIT - MAHARISHI DAYANAND COLLEGE OF EDUCATION , ABOHAR

INCOME/EXPENDITURE A/C FOR YR ENDED 31.03.2014.

PARICULAR	AMOUNT	PARTICULAR	AMOUNT
GENERAL EXPENSES		BY FEES 2013-14	4815500.00
TO ADVERTISEMENT EXPS.	71280.00	BY FEES 2012-13	7000.00
TO BANK CHARGES	4417.81	BY FEES ETT 2012-14	529000.00
TO AUDIT FEE	15000.00	BY FEES 2013-15	146000.00
TO ELECT EXPS.	58560.00	BY SEMINAR GRANTS	53900.00
TO FEDRATION FEE	10000.00	BY FEDRATION GRANT	40000.00
TO INTERVIEW EXP	35794.00	BY INTEREST S/B & FDR	183318.00
TO LEGAL EXP.	2071.00	BY MISC INCOME	200.00
TO GARDENING/PLANTATION EXPS.	17480.00	BY BOOK BANK MAINT.CHARGES	30300.00
TO LIBRARY JOURNAL EXP	1700.00	BY PROSPECTUSES	20000.00
TO INSTITUTIONAL TAX	19278.00		
TO MISC EXP.	5897.00		
TO PRACTICAL EXAM EXP	3350.00		
TO RED RIBBON CLUB EXP.	2500.00		
TO PETROL/DIESEL EXPS	4520.00		
TO POSTAGE & STAMP EXP.	5775.00		
TO PF CONT	205226.00		
TO PRINTING/STAT	33855.00		
TO REP TO BUILDING	15415.00		
TO REP TO MISC EQUIP	43358.00		
TO SALARY TS	3073703.00		
TO SALARY NTS	470679.00		
TO ESI EXPS	31318.00		
TO STAFF WELFARE EXP.	18563.00		
TO SEMINAR EXPS	133175.00		
TO TA/DA EXP.	14896.00		
TO UNIVERSITY FEE EXP.	62890.00		
TO TOUR & TREVELLING EXP	1300.00		
EXPENSES AGT FUNDS			
TO AF ACCOUNT			
TO CLEANING EXPS	1140		
TO CONCESSION TO STUDENTS	6000		
TO DIESEL EXPS	30872		
TO DEPRECIATION	908032.01		
TO FUNCTIONS EXPS	155010		
TO I-CARDS EXP	1100		
TO NEWPAPER & MAGAZINES	15242		
TO REP TO BUILDING	4005		
TO SPORTS EXP.	3150		
TO TEL/INTERNET EXP.	21513		
TO RED CROSS EXPS	742.00		
TO WATER EXPS	23075.00		

TOTAL EXPS	5531881.82		
TO NET SURPLUS TFD TO CAPITAL FUND	293336.18		
TOTALS	5825218.00	TOTALS	5825218.00

Principal

(CHAIRMAN)

Maharishi Dayanand College of Education

ABOHAR-1521

(ACCOUNTANT)

AUDITORS' REPORT
COMPILED FROM THE BOOKS OF ACCOUNTS PRODUCED BEFORE US & EXPLANATIONS
GIVEN THEREON AND FOUND TO BE CORRECT IN ACCORDANCE THEREWITH.

FOR C M JUNEJA & ASSOCIATES
Chartered Accountants

(CA.Chander M Juneja)
Prop.

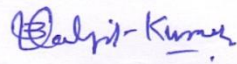PLACE : ABOHAR
DATE : 24.06.2014

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MAHARISHI DAYANAND EDUCATIONAL SOCIETY , ABOHAR
UNIT - MAHARISHI DAYANAND COLLEGE OF EDUCATION , ABOHAR

ANNEXURE OF UNSECURED LOANS AS ON 31/03/2014.

1	ANURAG ASIJA	251000.00
2	RAJ RANI	1713777.00
3	RICHA RANI	168500.00
4	R PARTAP ASIJA	1651000.00
	TOTAL U/LOANS Rs.	3784277.00

MAHARISHI DAYANAND EDUCATIONAL SOCIETY , ABOHAR

Sr No	Name of Assets	Balance as on 01-04-13	Addition upto 30/9/13	Addition after 1/10/13	Balance Before Depr.	Depr. @	Depr. Amount	Bal. As on 31/3/14.
1	BUILDING	7641199.67	76590.00	35706.00	7753495.67	10%	773564.27	6979931.40
2	CCTV CAMERAS	22092.7	0.00	0.00	22092.70	15%	3313.91	18778.80
3	COMPUTER	36775.58	0.00	17432.00	54207.58	60%	27294.95	26912.63
4	ELECT APPLIANCES	82445.63	0.00	450.00	82895.63	15/7.5%	12400.59	70495.04
5	FAX/COPIER	5166.95	0.00	0.00	5166.95	15%	775.04	4391.91
6	FIRE EXTINGUISHERS	1093.73	0.00	900.00	1993.73	15%	231.56	1762.17
7	FURNITURE	498897.64	0.00	15080.00	513977.64	10%	50643.76	463333.88
8	LAND	960000.00	0.00	0.00	960000.00	0	0.00	960000.00
9	LIBRARY BOOKS	21470.21	5088.00	4345.00	30903.21	60/30%	17238.43	13664.78
10	LAB EQUIPMENTS	60093.87	0.00	0.00	60093.87	15/7.5%	9014.08	51079.79
11	SONY CAMERA	14107.48	0.00	0.00	14107.48	15%	2116.12	11991.36
12	SPRINKLER	10115	0.00	4030.00	14145.00	15%	1819.50	12325.50
13	SPORTS EQUIPMENTS	51830.38	0.00	4990.00	56820.38	15/7.5%	8148.81	48671.57
14	WATER COOLER	3356.63	0.00	0.00	3356.63	15%	503.49	2853.14
15	SOUND SYSTEM	0.00	0.00	12900.00	12900.00	15%	967.50	11932.50
	TOTALS	9408645.47	81678.00	95833.00	9586156.47		908032.01	8678124.46

Principal

Maharishi Dayanand College of Education
ABOHAR-152116

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MAHARISHI DAYANAND EDUCATIONAL SOCIETY , ABOHAR
UNIT - MAHARISHI DAYANAND COLLEGE OF EDUCATION , ABOHAR

BALANCE SHEET AS ON 31 MARCH 2015.

PARTICLLAR	AMOUNT		PARTICULAR		AMOUNT
CAPITAL FUND			**FIXED ASSETS**	9232269.46	
BAL.AS PER L/YR	8604440.91		Less : DEPR.	852428.49	
ADD : C/YR SUR.	1624652.41			-------------------	8379840.97
	----------------	10229093.32			
LOANS & BORROWINGS			**CURRENT ASSETS, LOANS & ADVANCES**		
			CASH & BANK BALANCES		
SECURED LOANS		0.00	PNB 4152	6840.90	
			PNB 9043218	240459.65	
UNSECURED LOANS			PNB 9044907	15625.90	
AS PER ANNEXURE		3248277.00	PNB 16625	184299.90	
			PNB (PF A/C)	828364.15	
			FDR	4502843.00	
			FDR (Acc.PF)	800000.00	
			ACCRUED INTT	286417.00	
				-------------------	6864850.50
CURRENT LIABILITIES, PROVISIONS			**LOANS & ADVANCES**		
			PSEB SECURITY	37150.00	
ACCUMULATED PF	1628365.15		TEL.SECURITY	500.00	
SALARY PAYABLE 3/15	322245.00		TDS INTT. 2005-06	11125.00	
PF PAYABLE	4450.00		TDS INTT. 2006-07	8745.00	
ESI PAYABLE	642.00		TDS 2013-14	4450.00	
AUDIT FEE PAYABLE	15000.0		TDS INTT 2014-15	16764	
	----------------	1970702.15	P/R ACCOUNT	120327.00	
			Employees Advances	4320.00	
				-------------------	203381.00
	TOTALS	15448072.47		**TOTALS**	15448072.47
					0.00

Principal (CHAIRMAN)
Maharishi Dayanand College
of Education, ABOHAR

(ACCOUNTANT)

AUDITORS' REPORT
COMPILED FROM THE BOOKS OF ACCOUNTS PRODUCED BEFORE US & EXPLANATIONS
GIVEN THEREON AND FOUND TO BE CORRECT IN ACCORDANCE THEREWITH.

FOR C M JUNEJA & ASSOCIATES
Chartered Accountants

(CA.Sakshi Juneja)
Partner

PLACE : ABOHAR
DATE : 24.07.2015

MAHRISHI DAYANAND EDU SOCIETY
NR BSF CANTT
HANUMANGARH ROAD
ABOHAR-152116.

STATUS : AOP
PAN   : AABTM4558Q
DOB   : 24/10/2003

STATEMENT OF ASSESSABLE INCOME FOR THE YEAR ENDING 31/03/2015.
ASSESSMENT YEAR 2015-16

INCOME FROM OTHER SOURCES

INCOME FROM RUNNING EDU INSTITUTION	1624652	
ADD : DEPRECIATION DR TO I/E ACCOUNT	852428	
GROSS TAXABLE INCOME Rs.	-------------------	2477082

		2477082
		==========:

INCOME EXEMPTED U/S 10(23C)(iiiad) OF THE INCOME TAX ACT, 1961.

Principal

Maharishi Dayanand College
of Education, ABOHAR

(ASSESSEE)

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MAHARISHI DAYANAND EDUCATIONAL SOCIETY , ABOHAR
UNIT - MAHARISHI DAYANAND COLLEGE OF EDUCATION , ABOHAR

INCOME/EXPENDITURE A/C FOR YR ENDED 31.03.2015.

PARICULAR	AMOUNT		PARTICULAR	AMOUNT
GENERAL EXPENSES				
TO ADVERTISEMENT EXPS.	67851.00		BY FEES B.ED 2013-14	32000.00
TO BANK CHARGES	3138.10		BY FEES B.ED 2014-15	5860157.00
TO AUDIT FEE	15000.00		BY FEES ETT 2012-14	222500 00
TO ELECT EXPS	78957.00		BY FEES ETT 2013-15	214000.00
TO FEDRATION FEE	10000.00		BY FEES ETT 2014-16	1249019.00
TO INTERVIEW EXP	17970.00		BY SEMINAR GRANTS	272500.00
TO LEGAL EXP.	16750.00		BY INTEREST S/B & FDR	286545.00
TO GARDENING/PLANTATIC	12820.00		BY MISC INCOME	16790.00
TO LIBRARY JOURNAL EXP	12835.00		BY BOOK BANK MAINT.CHARGES	36800.00
TO INSTITUTIONAL TAX	16800.00		BY PROSPECTUSES	2000.00
TO MISC EXP.	16695.00		BY EDU RESEARCH	33504.00
TO INTEREST	41005.00		BY DONATIONS	27400.00
TO PETROL/DIESEL EXPS	31110.00			
TO POSTAGE & STAMP EXP.	2789.00			
TO PF CONT	300597.00			
TO PRINTING/STAT	10848.00			
TO REP TO BUILDING	45922.00			
TO REP TO MISC EQUIP	78290.00			
TO SALARY TS	3629292.00			
TO SALARY NTS	442690.00			
TO INTERNET	18712.00			
TO ESI EXPS	22869.00			
TO NEWSPAPER/MAGAZINE	1010.00			
TO STAFF WELFARE EXP.	17954.00			
TO SEMINAR EXPS	246643.00			
TO NAAC	28090.00			
TO TA/DA EXP.	15300.00			
TO UNIVERSITY FEE EXP.	248180.00			
TO SELECTION COMMITTEI	13900.00			
TO TOUR & TREVELLING EX	25340.00			
TO WHITEWASH EXPS	32680.00			
	----------------	5522037.10		
EXPENSES AGT FUNDS				
TO AF ACCOUNT				
TO CLEANING EXPS	2345.00			
TO DIESEL EXPS	38350.00			
TO DEPRECIATION	852428.49			
TO STUDENT ACTIVITIES EX	46845.00			
TO POSTAGE EXPS	1600.00			
TO INTERNET EXPS	3820.00			
TO NEWPAPER & MAGAZIN.	6871.00			
TO PRINTING & STATIONER'	10488.00			
TO REP TO BUILDING	4220.00			
TO FIRST AID EXPS	258.00			
TO SPORTS EXP	42243.00			
TO TEL/INTERNET EXP.	4017.00			
TO WATER EXPS	33570.00			
TO MISC EXPS	7835.00			
TO TOUR & TRAVELLING EX	1700.00			
TO YOUTH FESTIVAL EXPS	38385.00			
TO PETROL EXPS	11550.00			
	----------------	1106525.49		
TOTAL EXPS		6628562.59		
TO NET SURPLUS TFD TO CAPITAL FUND		1624652.41		
TOTALS		8253215.00	TOTALS	8253215.00

Principal
(CHAIRMAN)
Maharishi Dayanand College
of Education, ABOHAR

(ACCOUNTANT)

AUDITORS' REPORT
COMPILED FROM THE BOOKS OF ACCOUNTS PRODUCED BEFORE US & EXPLANATIONS
GIVEN THEREON AND FOUND TO BE CORRECT IN ACCORDANCE THEREWITH.

FOR C M JUNEJA & ASSOCIATES
Chartered Accountants

(CA.Sakshi Juneja)
Partner

PLACE : ABOHAR
DATE : 24.07.2015

MAHARISHI DAYANAND EDUCATIONAL SOCIETY , ABOHAR
UNIT - MAHARISHI DAYANAND COLLEGE OF EDUCATION , ABOHAR

ANNEXURE OF UNSECURED LOANS AS ON 31/03/2015.

1	ANURAG ASIJÀ	0.00
2	RAJ RANI	1593777.00
3	RICHA RANI	253500.00
4	R PARTAP ASIJA	1401000.00
	TOTAL U/LOANS Rs.	3248277.00

MAHARISHI DAYANAND EDUCATIONAL SOCIETY , ABOHAR

Sr No	Name of Assets	Balance as on 01-04-14	Addition upto 30/9/1	Addition after 1/10/14	Balance Before Depr.	Depr. @	Depr. Amount	Bal. As on 31/3/15.
1	BUILDING	6979931.40	151805.00	356720.00	7488456.40	10%	731009.64	6757446.76
2	CCTV CAMERAS	18778.80	6125.00	0.00	24903.80	15%	3735.57	21168.23
3	COMPUTER	26912.63	14850.00	10820.00	52582.63	60%	28303.58	24279.05
4	ELECT APPLIANCES	70496.04	800.00	3780.00	75075.04	15/7.5%	10977.76	64097.28
5	FAX/COPIER	4391.91	0.00	0.00	4391.91	15%	658.79	3733.12
6	FIRE EXTINGUISHERS	1762.17	0.00	0.00	1762.17	15%	264.33	1497.84
7	FURNITURE	463333.88	4850.00	0.00	468183.88	10%	46818.39	421365.49
8	LAND	960000.00	0.00	0.00	960000.00	0	0.00	960000.00
9	LIBRARY BOOKS	13664.78	1050.00	3345.00	18059.78	60/30%	9832.37	8227.41
10	LAB EQUIPMENTS	51079.79	0.00	0.00	51079.79	15/7.5%	7661.97	43417.82
11	SONY CAMERA	11991.36	0.00	0.00	11991.36	15%	1798.70	10192.65
12	SPRINKLER	12325.50	0.00	0.00	12325.50	15%	1848.83	10476.68
13	SPORTS EQUIPMENTS	48671.57	0.00	0.00	48671.57	15/7.5%	7300.74	41370.84
14	WATER COOLER	2853.14	0.00	0.00	2853.14	15%	427.97	2425.17
15	SOUND SYSTEM	11932.50	0.00	0.00	11932.50	15%	1789.88	10142.63
	TOTALS	8678124.46	179480.00	374665.00	9232269.46		852428.49	8379840.97

Principal
Maharishi Dayanand College.
of Education, ABOHAR

MAHARISHI DAYANAND EDUCATIONAL SOCIETY , ABOHAR

BALANCE SHEET AS ON 31 MARCH 2016.

PARTICLLAR	AMOUNT		PARTICULAR		AMOUNT
CAPITAL FUND			**FIXED ASSETS**	8560013.64	
BAL.AS PER L/YR	10229093.32		Less : DEPR.	814190.71	
ADD : C/YR SUR.	-475084.63			----------------	7745822.93
	----------------	9754008.69			
LOANS & BORROWINGS			**CURRENT ASSETS, LOANS & ADVANCES**		
			CASH & BANK BALANCES		
SECURED LOANS		0.00	PNB 4152	7048.92	
			PNB 9043218	495984.00	
UNSECURED LOANS			PNB 9044907	4006.92	
AS PER ANNEXURE		2555277.00	PNB 16625	22620.92	
			PNB (PF A/C)	1288035.99	
			FDR	3300000.00	
			FDR (Acc.PF)	1000000.00	
			ACCRUED INTT	914133.00	
				----------------	7031829.75
CURRENT LIABILITIES, PROVISIONS			**LOANS & ADVANCES**		
			PSEB SECURITY	37150.00	
ACCUMULATED PF	2288035.99		TEL.SECURITY	500.00	
SALARY PAYABLE 3/15	413268.00		TDS INTT. 2005-06	11125.00	
PF PAYABLE	4320.00		TDS INTT. 2006-07	8745.00	
AUDIT FEE PAYABLE	16000.00		TDS A/c COLLEGE	1597.00	
TDS PAYABLE	10000.00		TDS 2013-14	4450.00	
	----------------	2731623.99	TDS 2014-15	16764.00	
			P/R ACCOUNT	120327.00	
			CASH IN HAND	62599.00	
				----------------	263257.00
TOTALS	15040909.68		**TOTALS**		15040909.68

(CHAIRMAN)
Chairman
Maharishi Dayanand Education Society
(Regd.) ABOHAR-152116

(ACCOUNTANT)

CHARTERED ACCOUNTANT'S REPORT
COMPILED FROM THE BOOKS OF ACCOUNTS PRODUCED BEFORE US & EXPLANATIONS
GIVEN THEREON AND FOUND TO BE CORRECT IN ACCORDANCE THEREWITH.

FOR C M JUNEJA & ASSOCIATES
Chartered Accountants

PLACE : ABOHAR
DATE : 20.02.2017

(CA.Sakshi Juneja)
Partner

MAHARISHI DAYANAND EDUCATIONAL SOCIETY , ABOHAR

INCOME/EXPENDITURE A/C FOR YR ENDED 31.03.2016.

PARICULAR	AMOUNT	PARTICULAR	AMOUNT
GENERAL EXPENSES			
TO ADVERTISEMENT EXPS.	92965.00	BY FEES B.ED 2014-15	526800.00
TO BANK CHARGES	5076.92	BY FEES B.ED 2015-17	2122200.00
TO AUDIT FEE	20050.00	BY FEES ETT 2012-14	535500.00
TO EDU RESEARCH	15260.00	BY FEES ETT 2013-15	315000.00
TO ELECT EXPS.	69117.00	BY FEES ETT 2015-17	551000.00
TO GARDENING/PLANTATION	29998.00	BY FEES ETT 2014-16	1256500.00
TO INSTITUTIONAL TAX	12000.00	BY ETT FEE WELFARE DEPT. 201415	14491.00
TO MISC EXP.	4795.00	BY B.ED FEE WELFARE DEPT. 201415	59003.00
TO PETROL/DIESEL EXPS	37270.00	BY SEMINAR GRANTS	28564.00
TO POSTAGE & STAMP EXP.	14727.00	BY INTEREST S/B & FDR	923092.00
TO PF CONT	283643.00	BY MISC INCOME	3050.00
TO PRINTING/STAT	45914.00	BY BOOK BANK MAINT.CHARGES	4000.00
TO EXAMINATION FEES	202410.00	BY DONATIONS	500.00
TO INSPECTION	13190.00		
TO REFRESHMENT EXP	800.00		
TO REP TO BUILDING	70563.00		
TO REP TO MISC EQUIP	36629.00		
TO RED CROSS	600.00	TO NET DEFICIT TFD TO CAPITAL FUND	475084.63
TO SALARY TS	3943458.00		
TO SALARY NTS	437872.00		
TO INTERNET	9766.00		
TO ESI EXPS	17674.00		
TO NEWSPAPER/MAGAZINES	3520.00		
TO MIGRATION EXP	2733.00		
TO STAFF WELFARE EXP.	36334.00		
TO SEMINAR EXPS	120860.00		
TO UNIVERSITY FEE EXP.	85816.00		
TO TELEPHONE EXP	15500.00		
TO TOUR & TREVELLING EXP	61621.00		
TO WHITEWASH EXPS	39150.00		
	----------------	5729311.92	
EXPENSES AGT FUNDS			
TO AF ACCOUNT			
TO CLEANING EXPS	1765.00		
TO DIESEL EXPS	39820.00		
TO DEPRECIATION	814190.71		
TO STUDENT ACTIVITIES EXP	61864.00		
TO INTERNET EXPS	12300.00		
TO NEWPAPER & MAGAZINES	4440.00		
TO PRINTING & STATIONERY	17227.00		
TO FIRST AID EXPS	260.00		
TO SPORTS EXP.	7770.00		
TO WATER EXPS	32310.00		
TO MISC EXPS	9207.00		
TO TOUR & TRAVELLING EXP	2080.00		
TO YOUTH FESTIVAL EXPS	62950.00		
TO REPAIR MAINTANCE	410.00		
TO PETROL EXPS	18879.00		
	----------------	1085472.71	
TOTAL EXPS		6814784.63	
TOTALS		**6814784.63**	**TOTALS**	**6814784.63**

(CHAIRMAN)

Chairman
Maharishi Dayanand Education Society
(Regd. ABOHAR-152116)

(ACCOUNTANT)

CHARTERED ACCOUNTANT'S REPORT
COMPILED FROM THE BOOKS OF ACCOUNTS PRODUCED BEFORE US & EXPLANATIONS
GIVEN THEREON AND FOUND TO BE CORRECT IN ACCORDANCE THEREWITH.

FOR C M JUNEJA & ASSOCIATES
Chartered Accountants

PLACE : ABOHAR
DATE : 20.02.2017

(CA.Sakshi Juneja)
Partner

MAHARISHI DAYANAND EDUCATIONAL SOCIETY , ABOHAR

ANNEXURE OF UNSECURED LOANS AS ON 31/03/2016.

1	RAJ RANI	1200777.00
2	RICHA RANI	253500.00
3	R PARTAP ASIJA	1101000.00

TOTAL U/LOANS Rs. 2555277.00

MAHARISHI DAYANAND EDUCATIONAL SOCIETY , ABOHAR

Sr No	Name of Assets	Balance as on 01-04-15	Addition upto 30/9/15	Addition after 1/10/15	Balance Before Depr.	Depr. @	Depr. Amount	Bal. As on 31/3/16.
1	BUILDING	6757446.76	52854.67	920.00	6811221.43	10%	681076.14	6130145.29
2	CCTV CAMERAS	21168.23	0.00	0.00	21168.23	15%	3175.23	17992.99
3	COMPUTER	24279.05	0.00	59000.00	83279.05	60%	32267.43	51011.62
4	ELECT APPLIANCES	64097.28	0.00	0.00	64097.28	15/7.5%	9614.59	54482.69
5	FAX/COPIER	3733.12	0.00	0.00	3733.12	15%	559.97	3173.15
6	FIRE EXTINGUISHERS	1497.84	2500.00	0.00	3997.84	15%	599.68	3398.17
7	FURNITURE	421365.49	5250.00	0.00	426615.49	10%	42661.55	383953.94
8	LAND	960000.00	0.00	0.00	960000.00	0	0.00	960000.00
9	LIBRARY BOOKS	8227.41	28408.00	3460.00	40095.41	60/30%	23019.25	17076.17
10	LAB EQUIPMENTS	43417.82	16860.00	0.00	60277.82	15/7.5%	9041.67	51236.15
11	SONY CAMERA	10192.65	0.00	0.00	10192.65	15%	1528.90	8663.76
12	SPRINKLER	10476.68	0.00	0.00	10476.68	15%	1571.50	8905.17
13	SPORTS EQUIPMENTS	41370.84	0.00	8720.00	50090.84	15/7.5%	6859.63	43231.21
14	WATER COOLER	2425.17	2200.00	0.00	4625.17	15%	693.77	3931.39
15	SOUND SYSTEM	10142.63	0.00	0.00	10142.63	15%	1521.39	8621.23
	TOTALS	8379840.97	108072.67	72100.00	8560013.64		814190.71	7745822.93

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति

गुरुर्गुरुतमो धाम
NCTE

NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)

Northern Regional Committee

F. NRC/NCTE/F-3/PB-230/4559

APN | 0 | 1 | 5 | 4 | 5

0 1 JUL 2005

ORDER

Maharishi Dayanand College of Education, Hanumangarh Road, Near BSF, Azimgarh, Abohar – 152116, Punjab submitted an application to the Northern Regional Committee of National Council for Teacher Education for grant of recognition of <u>B.Ed. course</u> of one Year duration in terms of section 14(1) of NCTE Act, 1993.

2. Now, therefore, in exercise of the powers vested under Section 14(3)(a) of the NCTE Act, 1993, the Regional Committee hereby grants recognition to **Maharishi Dayanand College of Education, Hanumangarh Road, Near BSF, Azimgarh, Abohar – 152116, Punjab** for B.Ed. Course with an annual intake of <u>100 seats (One Hundred)</u>, <u>w.e.f. 28th June, 2005</u> subject to compliance of the following conditions before commencement of the academic session.

    a.   Appointment of the faculty members duly qualified and staff as per the norms of NCTE/ State Govt./UGC is to be completed before the commencement of the session.

    b.   The countersigned statement of all faculty members from the Registrar of the concerned University should be submitted before the commencement of the academic session.

    c.   The institution shall adhere to all the other regulations and guidelines as framed by NCTE from time to time.

    d.   The institution shall within one month of the receipt of Recognition order, convert the Endowment Fund account into a Joint Account in the form of FDR for a period of not less than 60 months (Five years) in a Nationalized Bank only to be operated along with an official of the Regional Committee.

    e.   That the Reserve Fund for an amount equal to three months salary of the Teachers & Staff be created within one month from the date of issue of this order and maintained in the form of FDR in favour of the management/institution, for a period of not less than sixty months (Five years) in a Nationalized Bank.

    f.   Non-compliance of the above mentioned conditions shall cause action under section 17 (1) of NCTE Act, 1993

3. The Recognition is subject to the condition that the affiliating University shall ensure that, among other things, the institution has appointed required number of faculty members (including Principal / Head of Department), as per the norms of the NCTE / UGC / Affiliating University.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and State Government, etc.

Contd.2...

कार्यालय : ए- 46, शान्ति पथ, तिलक नगर, जयपुर–302004 (राजस्थान)
कार्यक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ, हिमाचल प्रदेश, राजस्थान
Phone No.: 0141-2623501 (O). Telefax No. 0141-2620116 (RD)

Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Raja...
Uttranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Ra...
ncte@raj.nic.in
Website : http://www.nct...

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5.   The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with a copy of the approval of the affiliating University / State Directorate of Education about the appointment of faculty members and the Statement of Annual Accounts duly audited by a Chartered Accountant.

6.   If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and/or order made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act, 1993.

7.   Please acknowledge receipt of this order together with its enclosures.

By Order,

(N.R.Murali)
Regional Director

The Manager,
Government of India,
Department of Publications, (Gazette Section),
Civil Lines,
Delhi – 110054

Copy to:

1. The Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, Shastri Bhawan, New Delhi
2. The Education Secretary, Govt. of Punjab, Chandigarh.
3. The Director, Directorate of Higher Education, I/C Teacher Education, Govt. of Punjab, Chandigarh.
4. The Registrar, **Punjab University, Chandigarh - to ensure compliance of the clause 3 of the recognition order. Incase the institution is not found to have complied with the said requirements; the concerned University / department shall with hold the affiliation and report the same to NRC, NCTE.**
5. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing – II, 1, Bahadur Shah Zafar Marg, (Near ITO), New Delhi-110002.
6. The Chairman / Secretary, **Maharishi Dayanand Education Society, Azimgarh, Abohar - 152116, Punjab.**
7. The Principal, **Maharishi Dayanand College of Education, Hanumangarh Road, Near BSF, Azimgarh, Abohar – 152116, Punjab** - A copy of procedure for creation of fixed deposit in joint account towards Endowment Fund and Reserve Fund is enclosed.
8. The Under Secretary, Computer Section, National Council for Teacher Education, Hans Bhawan, Wing – II, 1, Bahadur Shah Zafar Marg, (Near ITO), New Delhi-110002.
9. Computer cell (NRC).

Regional Director

BUDGET ALLOCATION 2015-2016

Budget Allocation and Utilized

Year	2013-2014		2014-2015		2015-2016	
Items	Allocated	Utilized	Allocated	Utilized	Allocated	Utilized
Buildings	1,30,000	1,18,301	5,50,000	5,08,525	1,00,000	53,775
Laboratories	60,000	58,556	30,000	78,957	40,000	16,860
Furniture	30,000	15,080	1,50,000	4,850	5,000	5,250
Equipments	30,000	46,508	1,50,000	1,20,533	40,000	36629
Computers	20,000	17,432	50,000	25,570	85,000	81,066
Library	20,000	22,030	10,000	12,275	40,000	39,828
Transports/Vehicle	60,000	15,080	1,50,000	4,850	65,000	63,901
Total	3,50,000	3,27,495	10,60,000	8,74,161	3,75,000	29,7309

Principal
Maharishi Dayanand College of Education
ABOHAR-152116

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